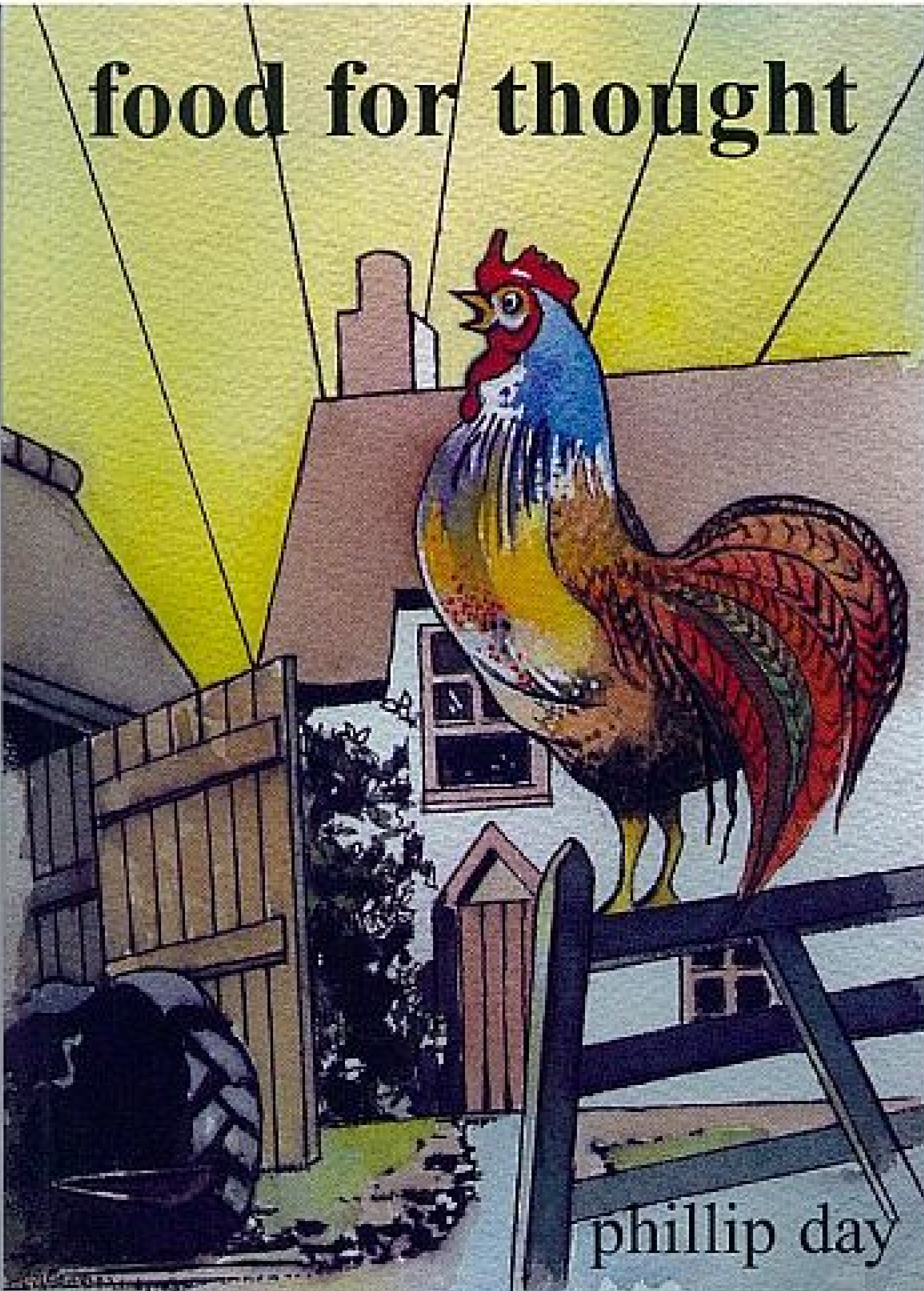
food for thought



phillip day

Food for Thought

Making the Grade through Healthful Eating

Kindergarten

An Integrated Nutrition Curriculum

Developed by the North Carolina
Nutrition Education and Training Program
January 2007

State of North Carolina ◆ Michael F. Easley, Governor
Department of Health and Human Services
Carmen Hooker Odom, Secretary
Division of Public Health ◆ Nutrition Services Branch
Leah Devlin, DDS, MPH, State Health Director
www.ncdhhs.gov ◆ www.nutritionnc.com

Food for Thought: Kindergarten

Welcome to ***Food for Thought***, a K-5 curriculum that allows you to teach the nutrition objectives of the Healthful Living Standard Course of Study while integrating the concepts of healthy eating and physical activity into Math and English Language Arts. The matrix summarizes the objectives addressed in each lesson. The lessons flow best when presented in the order listed.

Effective nutrition education can motivate and enable students to adopt healthful dietary patterns and healthy lifestyles. ***Food for Thought*** will allow you to deliver effective nutrition education. There are many benefits for students who are well nourished and physically active. These include:

- Improved attendance
- Improved energy level
- Improved participation
- Improved behavior
- Improved test scores
- Improved academic success
- Reduced fatigue
- Reduced irritability
- Reduced apathy
- Reduced anxiety
- Reduced infections
- Reduced absences

Each lesson in ***Food for Thought*** includes the following sections:

- **Objectives:** Healthful Living, Math and English Language Arts objectives
- **Teacher Resources:** background information to help prepare the lesson is included
- **Materials Needed:** additional items have been kept to a minimum
- **Handouts:** all student handouts are included with this packet
- **Focus:** an activity designed to get students focused on the topic to be covered in the lesson
- **Teacher Input:** material to be presented by the teacher
- **Practice and Assessment:** handouts and activities to be completed by students

Lesson	Teacher Resources	Handouts
MyPyramid: Eat a Variety of Foods	• Teaching MyPyramid • Anatomy of MyPyramid • MyPyramid for Kids	• MyPyramid for Kids Color Sheet • Eat Smart with MyPyramid for Kids • Shaping up with Rectangles
Around the World with Food	• Teaching MyPyramid	• Meet the Five Food Groups • Is it Food? • Around the World with Food
Building Strong Bones and Teeth	• Calcium: Build Strong Bones	• Food Riddle Calcium Picture Game
Moooving Over to Low-fat Milk	• Calcium: Build Strong Bones • Cut the Fat: Mooove to 1% or Less	• Dear Parents Letter • Milk Cap Bar Chart • Low-fat Pudding recipe to Take Home • mooove to low-fat or fat-free milk!
From Farm to Table	• Agricultural Background Information	• From Farm to Table • At the Farm

Food for Thought
Healthful Living / Math / English Language Arts Objectives
Quick Reference

Lesson Plan	Healthful Living	Math	English Language Arts
Kindergarten			
MyPyramid: Eat a Variety of Foods	4.01	1.01, 3.01, 5.01	3.01, 3.02
Around the World with Food	4.02	-----	Goal 1
Building Strong Bones and Teeth	4.03, 4.04	-----	Goal 1
Moooving over to Low-fat Milk	4.03	1.01, 2.01, 4.02	-----
From Farm to Table	4.04	1.01, 5.01	3.01, 3.02, 4.04
Grade 1			
MyPyramid	4.01, 4.02	2.02.	3.04, 4.04
Whole Grains, Fruits and Vegetables and Low-fat Dairy	4.03	1.03, 5.03	2.07, 2.08, 3.03, 3.05
Focus on Fruits and Vary Your Veggies	4.04	5.01	1.02
Grade 2			
MyPyramid for Kids	4.01, 4.02	Goal 2.	Goal 4
Breakfast Builds Brains	4.05	1.02, 2.02	1.03, 2.01
Healthy Choices, Healthy Lifestyles	4.04	-----	Goal 1, 2.01, Goal 5.
The Very Hungry Kid	4.03	-----	2.02, 2.03, 2.04, 2.06, 3.01, 3.03, 3.04
Grade 3			
What's in My Drink?	4.01, 4.02, 4.03, 4.05	1.01, 2.02, 4.01	1.04, 3.05, 5.02, 5.03
Moooving to Low-fat Milk	4.02, 4.03, 4.05	4.01	2.03, 3.05, 4.02
Sugar Seekers	4.02	2.02, 4.01	3.05, 4.02
Don't Forget Breakfast	4.04	-----	3.05, 4.02
Portions and Servings	4.05	2.01, 2.02	4.02
Grade 4			
The Digestive System	4.01	1.01	Goal 4
Keeping Food Safe to Eat	4.02	1.02, 1.05, 5.01	1.01, 1.03, 1.05, 3.06, 4.06, 4.07, 4.10
Food Labels and Serving Sizes	4.03	1.02, 1.05, 4.01	Goal 2
Planning Healthy Meals and Snacks	4.04	1.01, 1.02, 4.02, 4.03	4.02
Portion Sizes	4.05	1.02, 1.03, 2.01, 2.02, 4.03	-----
Water, Water Everywhere	4.07	1.02, 1.03, 4.02	3.05
Tuning in to Good Nutrition	4.08	-----	3.04, 3.05
Grade 5			
Healthy Choices - Part 1	4.01	1.01, 4.01	1.03, 2.02, 2.03
Healthy Choices - Part 2	4.02	1.01, 4.01	1.03, 2.02, 2.03
Food and Culture	4.03	-----	1.01, 1.03, 1.04, 2.09
Ad Savvy	4.04	4.01	3.04, 3.07
Healthy Body, Healthy Mind	4.06	2.01	2.09
Walk with Me	4.07	1.02, 1.03	4.03

Teacher Resources

Kindergarten

Teaching MyPyramid
Anatomy of MyPyramid
MyPyramid for Kids
Calcium: Build Strong Bones
Cut the Fat: Mooove to 1% or Less
Agricultural Background Information

Teaching MyPyramid

MyPyramid is one way for people to understand how to eat healthfully. A rainbow of colored, vertical stripes represents the five food groups plus fats and oils. Here's what the colors stand for:

- orange - grains
- green - vegetables
- red - fruits
- yellow - fats and oils
- blue - milk and dairy products
- purple - meat, beans, fish, and nuts

The U.S. Department of Agriculture (USDA) changed the pyramid in spring 2005 because they wanted to do a better job of telling Americans how to be healthy. The agency later released a special version for kids. Notice the girl climbing the staircase up the side of the pyramid? That's a way of showing kids how important it is to exercise and be active every day. In other words, play a lot! The steps are also a way of saying that you can make changes little by little to be healthier – one step at a time.

The Pyramid Speaks

Let's look at some of the other messages this new symbol is trying to send:

Eat a variety of foods. A balanced diet is one that includes all the food groups. In other words, have foods from every color, every day.

Eat less of some foods and more of others. You can see that the bands for meat and protein (purple) and oils (yellow) are skinnier than the others. That's because you need less of those kinds of foods than you do of fruits, vegetables, grains and dairy foods.

You also can see the bands start out wider and get thinner as they approach the top. That's designed to show you that not all foods are created equal, even within a healthy food group like fruit. For instance, apple pie might be in that thin part of the fruit band because it has a lot of added sugar and fat. A whole apple would be down in the wide part because you can eat more of those within a healthy diet.

Make it your own. Through the USDA's MyPyramid website (www.mypyramid.gov), people can get personalized recommendations about the mix of foods they need to eat and how much they should be eating. There is a kids' version of the website (www.mypyramid.gov/kids) available too.

How Much Do I Need to Eat?

Everyone wants to know how much they should eat to stay healthy. It's a tricky question, though. It depends on your age, whether you're a girl or a boy, and how active you are. Kids who are more active burn more calories, so they need more calories. But we can give you some ideas for how much you need of each food group.

Grains

Bread, cereal, rice, pasta, oatmeal, pancakes and tortillas are some foods in the grain group. Foods in the grains group give our bodies and our brains energy we need to move and think. Grain servings are measured in ounce equivalents. Ounce equivalents are just another way of showing a serving size. Here are ounce equivalents for common grain foods. An ounce equivalent equals:

- 1 piece of bread
- ½ cup of cooked cereal, like oatmeal
- ½ cup of rice or pasta
- 1 cup of cold cereal

This is how many grain ounce equivalents kids need each day:

- 4- to 8-year-olds need 4-5 ounce equivalents each day
- 9- to 13-year-old girls need 5 ounce equivalents each day
- 9- to 13-year-old boys need 6 ounce equivalents each day

And one last thing about grains: try to eat a lot of whole grains, such as 100% wheat bread, brown rice and oatmeal.

Vegetables

Of course, you need your vegetables, especially those dark green and orange ones. Vegetables are all different colors and provide us with lots of vitamins, minerals and fiber. Our bodies use these vitamins, minerals and fiber to keep us healthy and give us energy. They also can help protect us from getting sick. It's important to eat vegetables of all different colors so we can get as much of the good stuff as possible. But how much is enough? Vegetable servings are measured in cups. This is how many vegetables kids need each day:

- 4- to 8-year-olds need 1½ cups of veggies each day
- 9- to 13-year-old girls need 2 cups of veggies each day
- 9- to 13-year-old boys need 2½ cups of veggies each day

Fruits

Sweet, juicy fruit is definitely part of a healthy diet. Just like vegetables, fruits are all different colors and provide us with lots of vitamins, minerals and fiber. Our bodies use these vitamins, minerals and fiber to keep us healthy and give us energy. They also can help protect us from getting sick. It's important to eat fruits of all different colors so we can get as much of the good stuff as possible. But how much is enough? Fruit servings are measured in cups. This is how many fruits kids need each day:

- 4- to 8-year-olds need 1-1½ cups of fruit each day
- 9- to 13-year-old girls need 1½ cups of fruit each day
- 9- to 13-year-old boys need 1½ cups of fruit each day

Milk and Other Calcium-Rich Foods

Milk, smoothies, yogurt, cheese, milkshakes, ice cream and cottage cheese are some of the foods in this group. Dairy products give us calcium and protein and help make our teeth and bones strong. Dairy products are measured in cups. This is how much dairy kids need each day:

- 4- to 8-year-olds need 1-2 cups of milk (or another calcium-rich food) each day
- 9- to 13-year-old girls need 3 cups of milk (or another calcium-rich food) each day
- 9- to 13-year-old boys need 3 cups of milk (or another calcium-rich food) each day

Adapted from: www.kidshealth.org and www.mypyramid.gov/kids

If you want something other than milk, you can substitute yogurt, cheese, or calcium-fortified orange juice - just to name a few.

Meats, Beans, Fish, and Nuts

These foods contain protein, iron and lots of other important nutrients. Meats like beef and pork are in this group. Fish, chicken, eggs, beans, nuts and seeds are also in this group. Dried peas and beans are included in the meat group because they are a source of protein. Like grains, these foods are measured in ounce equivalents. An ounce equivalent of this group would be:

- 1 ounce of meat,poultry, or fish
- ¼ cup cooked dry beans
- 1 egg
- 1 tablespoon of peanut butter
- a small handful of nuts or seeds

This is how many meat ounce equivalents kids need each day:

- 4- to 8-year-olds need 3-4 ounce equivalents each day
- 9- to 13-year-old girls need 5 ounce equivalents each day
- 9- to 13-year-old boys need 5 ounce equivalents each day

Oils

Oils are not a food group, but you need some for good health. It is best to get your oils from fish, nuts and liquid oils such as corn oil, soybean oil and canola oil.

Find Your Balance between Food and Fun

Move more. The person climbing the stairs reminds you to do something active every day. You can run, walk the dog, play, swim, ride your bike, dance, rollerblade or even climb the stairs. It all counts! Kids should aim for at least 60 minutes every day.

Anatomy of MyPyramid

One size doesn't fit all

USDA's new MyPyramid symbolizes a personalized approach to healthy eating and physical activity. The symbol has been designed to be simple. It has been developed to remind consumers to make healthy food choices and to be active every day. The different parts of the symbol are described below.

Activity

Activity is represented by the steps and the person climbing them, as a reminder of the importance of daily physical activity.

Moderation

Moderation is represented by the narrowing of each food group from bottom to top. The wider base stands for foods with little or no solid fats or added sugars. These should be selected more often. The narrower top area stands for foods containing more added sugars and solid fats. The more active you are, the more of these foods can fit into your diet.

Personalization

Personalization is shown by the person on the steps, the slogan, and the URL. Find the kinds and amounts of food to eat each day at MyPyramid.gov.



Proportionality

Proportionality is shown by the different widths of the food group bands. The widths suggest how much food a person should choose from each group. The widths are just a general guide, not exact proportions. Check the Web site for how much is right for you.

Variety

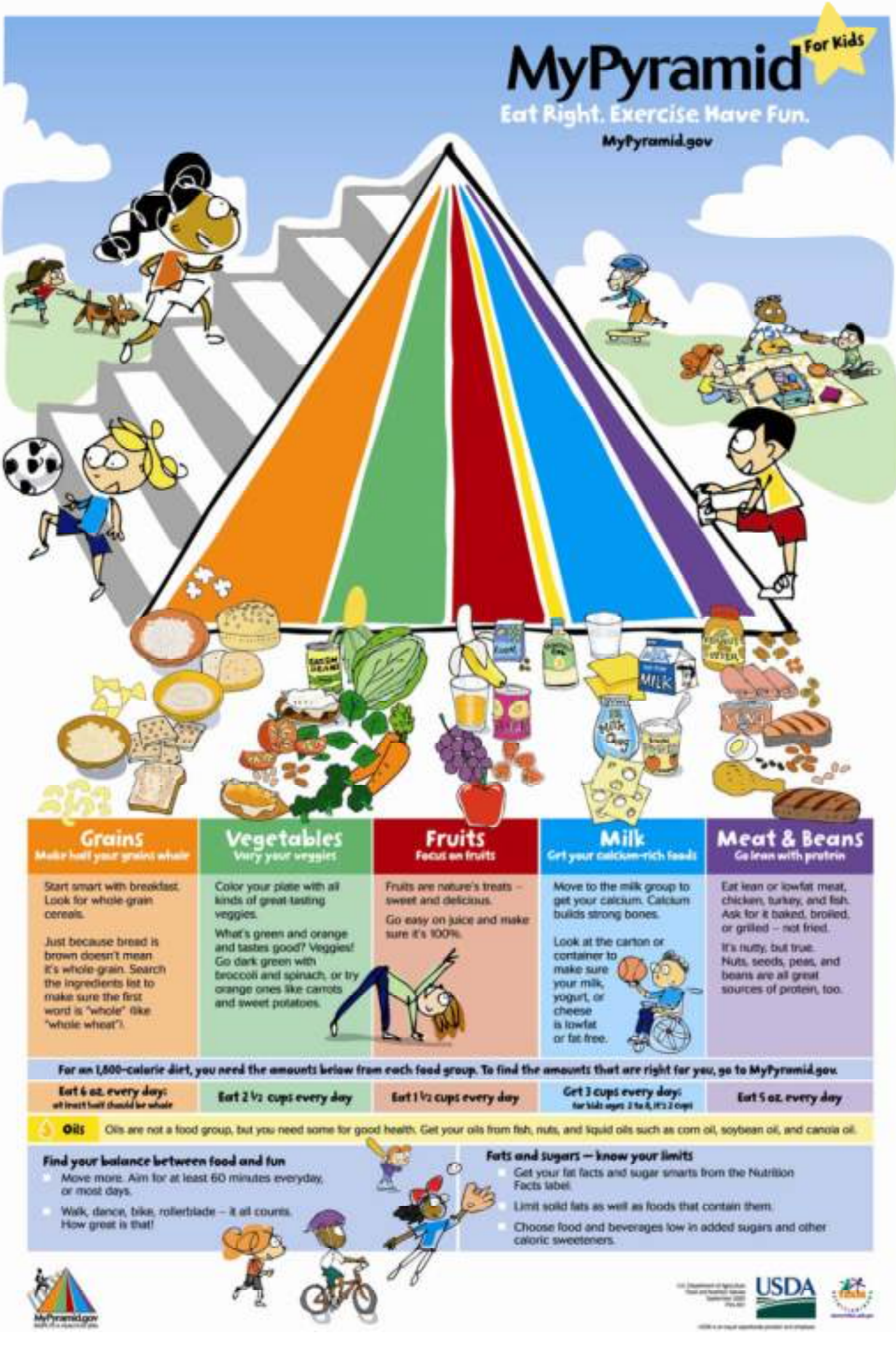
Variety is symbolized by the 6 color bands representing the 5 food groups of the Pyramid and oils. This illustrates that foods from all groups are needed each day for good health.

Gradual Improvement

Gradual improvement is encouraged by the slogan. It suggests that individuals can benefit from taking small steps to improve their diet and lifestyle each day.

GRAINS | VEGETABLES | FRUITS | OILS | MILK | MEAT & BEANS

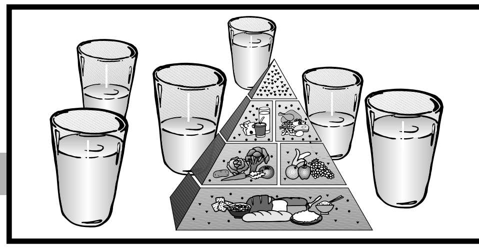
USDA
U.S. Department of Agriculture
Center for Nutrition Policy and Promotion
April 2005 CNPP-16



MyPyramid For Kids
Eat Right. Exercise. Have Fun.
MyPyramid.gov
Grains
Make half your grains whole
Start smart with breakfast. Look for whole-grain cereals.
Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" (like "whole wheat").
Vegetables
Vary your veggies
Color your plate with all kinds of great-tasting veggies.
What's green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.
Fruits
Focus on fruits
Fruits are nature's treats – sweet and delicious.
Go easy on juice and make sure it's 100%.
Milk
Get your calcium-rich foods
Move to the milk group to get your calcium. Calcium builds strong bones.
Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.
Meat & Beans
Go lean with protein
Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.
It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.
For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.
Eat 6 oz. every day: at least half should be whole
Eat 2 ½ cups every day
Eat 1 ½ cups every day
Get 3 cups every day: for kids ages 2 to 8, it's 2 cups
Eat 5 oz. every day
Oils
Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.
Find your balance between food and fun
Move more. Aim for at least 60 minutes everyday, or most days.
Walk, dance, bike, rollerblade – it all counts. How great is that!
Fats and sugars – know your limits
Get your fat facts and sugar smarts from the Nutrition Facts label.
Limit solid fats as well as foods that contain them.
Choose food and beverages low in added sugars and other caloric sweeteners.
MyPyramid.gov
USDA

Virginia Cooperative Extension

REVISED 2003



Food, Nutrition, and Health

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Calcium: Build Strong Bones

*Revised by: Elena Serrano and Anna Sablik**

Healthy Bones

No matter what your age, bone health is important. Strong bones help prevent osteoporosis, a disease in which bones become fragile and break easily. Often considered an "elderly" concern, osteoporosis prevention begins at an early age and continues throughout your lifetime. Bone mass develops rapidly between the ages of 10 and 20 and peaks at age 30. Building and maintaining strong bones depends on calcium, vitamin D, and physical activity.

Calcium

Calcium is an important nutrient for your body and for your health. Calcium helps your heart, muscles, and nerves function. It is also important for bone health. Ninety-nine percent of your body's calcium is stored in your bones. Children and teenagers need adequate calcium in their diets so they can maximize the calcium storage in their bones. In later years, adequate dietary calcium helps minimize calcium loss from the bones.

Studies show that over half of Americans do not get the recommended calcium from their diets. The best sources of calcium are dairy products. Calcium should be provided in meals and snacks throughout the day. Try the Calcium Checklist to estimate how much calcium you get in a day. Follow the Food Guide Pyramid to obtain all the key nutrients you need.

Calcium Recommendations

Children 1 to 3 years	500 mg
Children 4 to 8 years	800 mg
Youth 9 to 18 years	1300 mg
Adult 19 to 50 years	1000 mg
Adult 51 + years	1200 mg

Vitamin D

Your body uses vitamin D to help transport calcium to your bones. Foods such as milk and eggs contain vitamin D. Your body also makes its own vitamin D when you are exposed to sunlight. Three times a week for about 10 to 15 minutes is enough sunlight for younger people. However, because many older people do not get outdoors very often and their skin is much less efficient at making vitamin D, they may need to use supplements to obtain their needed 400 to 600 IU of vitamin D per day. Younger adults usually need around 200 IU per day. One cup of fortified cow's or soy milk provides 100 IU.

Physical Activity

Weight-bearing exercise helps keep bones strong and prevents calcium loss. Calcium loss can take place at any age, even during childhood. For example, astronauts (weightlessness in space) and sedentary people are at risk for losing calcium from their bones. Weight-bearing exercise includes walking, jogging, weight lifting, dancing, and soccer. Try a daily activity with your family, neighbors, or friends—walking at the mall, joining a fitness club, or doing a hobby. Aim for at least 30 minutes of activity on most days of the week. You can add up the minutes throughout the day. It does not need to be all at one time.

Lactose Intolerance

It has been estimated that between 30 and 50 million Americans are lactose intolerant. People who are lactose-intolerant cannot digest lactose, a natural sugar found in milk and dairy products. Symptoms begin anywhere from 30 minutes to two hours after eating or drinking foods containing lactose. Symptoms can vary depending on the person, but include gas, nausea, diarrhea, stomach cramps, and vomiting.

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If you have trouble digesting dairy products, first try smaller amounts in meals and snacks spread throughout the day. Other solutions include: adding lactase enzyme drops to milk; choosing hard cheeses (like cheddar), and yogurt with active cultures, that are low in lactose; purchasing reduced-lactose dairy products; or taking lactase enzyme tablets before you eat or drink dairy products.

For individuals who either cannot tolerate any lactose or do not like dairy products, following are some calcium-rich alternatives. Calcium supplements may be another option.

Calcium and Fat

Although dairy products are high in calcium, they can also be high in fat. Read the Nutrition Facts label to find lower-fat options. The label lists the grams (g) of fat in the serving and the "%" contribution to the recommended fat level for the day. Some lower-fat options include: nonfat or 1% milk; reduced-fat cheese; and many of the calcium-rich alternatives to dairy, such as dry beans.

Calcium Rich Alternatives

- Dry Beans, such as black-eyed peas, kidney beans, black beans
- Turnip greens, collard greens, broccoli, kale
- Sardines
- Tofu
- Fortified orange juice
- Broth made with meat bones and a few tablespoons of vinegar

Calcium Supplements

Dietary sources of calcium are best because they contain other nutrients, too. If you are unable to get enough calcium from your diet, then calcium supplements are an alternative. They are not designed to replace nutrition, only supplement. Calcium supplements are available in tablets, powders, liquids, and chewable chocolate. Read the label for the amount of calcium. Avoid taking a supplement that contains more than 500 mg. It may keep your body from using the other nutrients in the meal or snack. High doses of calcium at one time can cause gastric upset. Calcium citrate is a supplement that dissolves easily in the stomach and is absorbed efficiently. Bone-meal supplements are made from finely ground animal bones. Bone-meal supplements are not recommended because they may contain toxic metals such as lead.

A word of caution: supplements are not regulated. As a result, many of the products are not standardized—meaning that they do not have the same amount or same product. Check for the Consumer Lab stamp of approval, a CL and a beaker, on the label. CL conducts independent product tests to ensure purity and consistency.

Reference

Food and Nutrition Board (FNB), Institute of Medicine (IOM). Dietary Reference Intakes for Calcium, Phosphorus, Magnesium, Vitamin D, and Fluoride (1999).

Calcium and Fat

Low-fat choices		Medium-fat choices		High-fat choices	
300 mg calcium					
1 cup skim milk or non fat yogurt	0g	1 cup whole milk, yogurt, fortified soy milk	8g	12 oz. Milk shake	12g
1 cup 2% milk, low-fat yogurt	5g	1 cup custard	9g	1 cup eggnog	19g
1 cup calcium fortified orange juice	0g	4 oz canned salmon, solids	7g	1 piece lasagna	15g
				4 oz sardines, solids	13g
200 mg calcium					
1 oz fat-free cheese	0g	1 oz. Cheddar/American cheese	9g	1 cup ice cream (10% fat)	14g
1 oz low fat cheese	6g	1 cup cream soup/chowder	9g	1 cup ice cream (16% fat)	24g
100 mg calcium					
1 cup 1% cottage cheese	2g	1/2 cup macaroni and cheese	10g	1/8 quiche pie	48g
1 cup sherbet (2%)	4g	1 cup creamed (4%) cottage cheese	10g	1 cheeseburger, 4 oz	31g
1/2 cup ice milk (4%)	6g	1/8 15" pizza	9g	1 oz almonds	15g
1/2 cup cooked greens	0g	1/4 cup Alfredo sauce	10g	1 cup tempeh	13g
One 2 1/2" muffin	6g	One 7" waffle	11g		
1 cup cooked dried beans/peas	1g				
1 taco shell	3g				
1/2 cup tofu	6g				
One 4" pancake	4g				

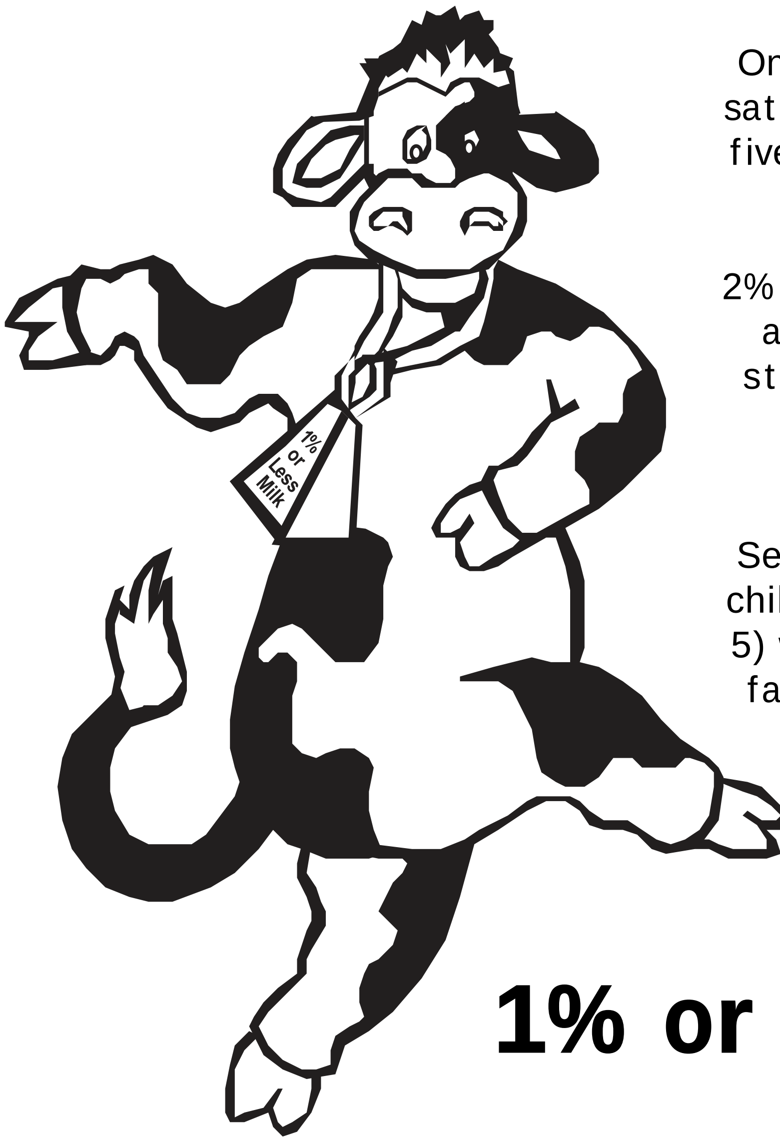
Fats such as cream cheese, sour cream, whipping cream, coffee cream, artificial creamer, and whipped topping contain little or no calcium. Substitute fat free yogurt or low-fat cottage cheese blended with 1 tbsp lemon juice or vinegar for sour cream or cream cheese.

Cut the Fat:
Mooove to 1% or Less

Fat-free (skim) and 1% milk have all the protein, calcium and vitamins found in whole milk, but have little or no fat.

Nine out of 10 people like the taste of ice cold 1% or fat-free (skim) milk in blind taste tests.

Heart disease may not show up until adulthood. But the early stages, caused by too much saturated fat, can be seen in kids as young as ten years old.



One cup of whole milk has a lot of saturated fat - the same amount as five strips of bacon or a candy bar.

2% milk is not low-fat. One cup has as much saturated fat as three strips of bacon. Only 1% and fat-free are low-fat milks.

Serving 1% milk instead of 2% for children in child care (for ages 2 to 5) would cut out a lot of saturated fat from diets during those three years.

1% or Less. Yes.

Adapted from CSPI 1% or Less Campaign materials

State of North Carolina • Michael F. Easley, Governor
Department of Health and Human Services • Carmen Hooker Odom, Secretary
Division of Public Health • Women's and Children's Health Section • Nutrition Services Branch
This institution is an equal opportunity provider. 04/04

Agricultural Background Information

Agriculture plays a major part in our lives: from what we wear, to what we use in our classes and even to what we do after school. We may not always think of agricultural products as the physical source of the items or things we use every day. However, most of these daily essentials can be traced back to an agricultural source.

Production agriculture, or farming, is what most students think of when they hear the word agriculture. This is the actual production or growing of raw commodities. People who raise and harvest crops and livestock for consumption or purchase are typically categorized as farmers and ranchers. It doesn't stop there. Production agriculture also includes a variety of specialties, such as fish, timber, fur-bearing animals, trees, shrubs, flowers, herbs and much more.

Most of the products we use every day come from agriculture. The sheets we sleep on and the pajamas we wear are made from cotton. The feathers in the pillows may come from chickens or ducks. The cereal and milk we eat for breakfast; the pencils crayons, and paper that we use at school; and the baseballs, bats and gloves we use after school all originate from raw agricultural products. We know that our food comes from agriculture, but you can see how we are surrounded by and reliant upon many agricultural products the whole day through.

Counting is also a very important part of all of our lives. The people who grow our food have to count very closely and keep very good records. They have to know how many acres to plant. They need to know how much seed and fertilizer they will need. In addition, they need to know how many bushels of wheat or soybeans or peanuts their fields produced during the year. They keep careful records so they can make sure they are earning enough money to pay their expenses.

Farmers who raise animals need to know how many offspring their animals produce so they will know how much feed to buy and how many they can sell. They need to know how much money they can expect to make, so they can plan for the coming year. Counting is a very important part of the farmer's job. Our government needs to keep a good count of crops and farm animals so they will know what kind of help the farmers need to make sure we have enough food to eat. The U.S. Department of Agriculture's National Agricultural Statistics Service is the government agency responsible for keeping count.

Lesson Plans

Kindergarten

MyPyramid: Eat a Variety of Foods
Around the World with Food
Building Strong Bones and Teeth
Moooving Over to Low-fat Milk
From Farm to Table

Kindergarten

MyPyramid: Eat a Variety of Foods

Healthful Living Objective
4.01 Recognize the categories of MyPyramid.

Math Objectives
1.01 Develop numeric sense for whole numbers through 30.
3.01 Identify, build, draw, and name triangles, rectangles, and circles; identify build, and name spheres and cubes.
5.01 Sort and classify objects by one attribute.

English Language Arts Objectives
3.01 Connect information and events in text to experiences.
3.02 Discuss concepts and information in a text to clarify and extend knowledge.

Teacher Resources
- *Teaching MyPyramid*
- *Anatomy of MyPyramid*
- *MyPyramid for Kids*

Materials Needed
- *MyPyramid for Kids Poster*
- Food containers, dishes and cooking utensils with a square or rectangular shape in the design
- Art paper
- Crayons
- Slice of sandwich bread
- Slice of cheese (individually wrapped)

Handouts
- *MyPyramid for Kids Color Sheet*
- *Eat Smart with MyPyramid for Kids*
- *Shaping up with Rectangles*

Focus
Display the *MyPyramid for Kids Poster*. Ask students what colors they see on MyPyramid for Kids. Explain that each color represents a different food group. Ask them why they think there is a child walking up MyPyramid for Kids.

Teacher Input
Using the *MyPyramid for Kids Poster* and the *Teaching MyPyramid*, *Anatomy of MyPyramid* and *MyPyramid for Kids* teacher resources, cover the following:

- **Foods on MyPyramid are arranged in groups.** Help students use the key to learn which color represents which food group. Tell them we need to eat foods from all the colors each day. Point out the foods that people should choose more often and those they should choose less often.
- **Everyone needs food to live and grow.** But if people eat too much of some foods high in sugar and fat, they don't have enough room to eat other foods that are good for them. Ask students to name healthy choices from each of the food groups.

- **Discuss each food group in turn.** Ask students to identify the foods they know that are shown on the poster. Ask about other foods from each group that they like or know about.
- **Physical activity is important for good health.** Children need to eat enough food to support growth and should be physically active at least 60 minutes every day, or most days.

Practice and Assessment

Pass out the *MyPyramid for Kids Color Sheet* handout. Instruct students to color each area of MyPyramid. They can look at the poster or use the guide on the handout. Ask them to talk about some of their favorite foods and where they belong on MyPyramid. If they give examples of foods such as candy, soda, etc., discuss how these foods are at the very top of MyPyramid and should be eaten occasionally. For example, french fries are a vegetable but because they are fried they are high in calories and fat and are a food we should not eat as often.

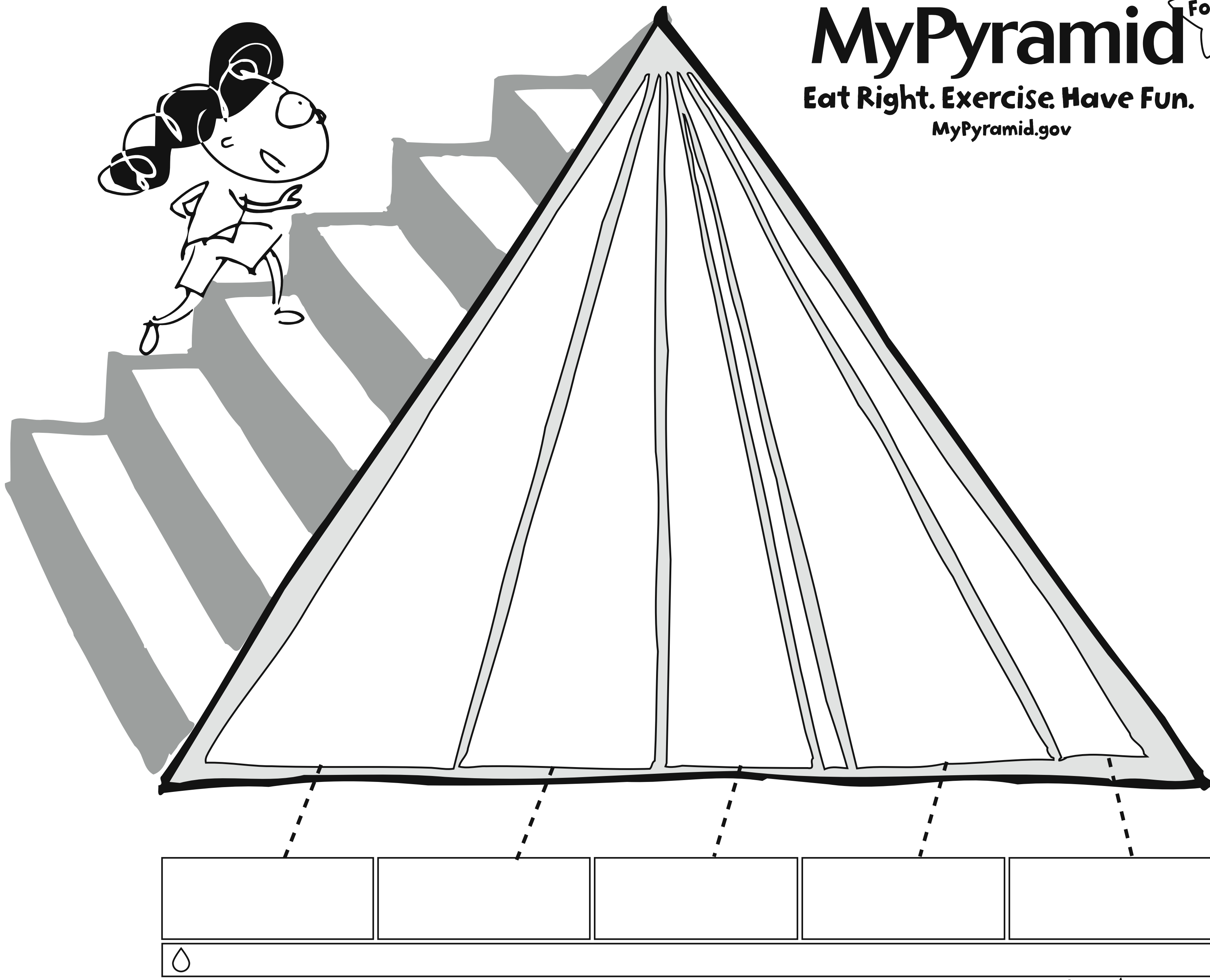
Discuss the shapes of square and rectangles. Display an assortment of food containers, dishes and cooking utensils that have a square and/or rectangular shape in the design. The collection could include containers that have actual food in them such as a box of crackers or cereal, a slice of bread and others that are available. Model for students by selecting, naming and describing the object. Explain how the object relates to food. Point to the square and/or rectangular design that is on each object. For example: a box of crackers and crackers are in the grains group of MyPyramid. Repeat the modeling process to ensure understanding of the activity. Instruct students to repeat the process using different objects. Repeat until all students have had a turn. Each student should select an object, explain how the object relates to food and identify the square and/or rectangular shape on the object.

Provide students with art paper. Instruct students to draw, color and label at least two square or rectangular shaped foods. Ask students to identify the food group of each food.

Show the students a slice of sandwich bread and a slice of cheese and show them how it is shaped like a square. Ask student to identify the food group of each food.

Distribute and instruct students to complete the *Eat Smart with MyPyramid for Kids* handout.

Provide students with the *Shaping up with Rectangles* handout as a homework assignment. Direct them to find at least five items at home that have a rectangular shape and have something to do with food. They should draw, label and number the five items.



MyPyramid For Kids

Eat Right. Exercise. Have Fun.

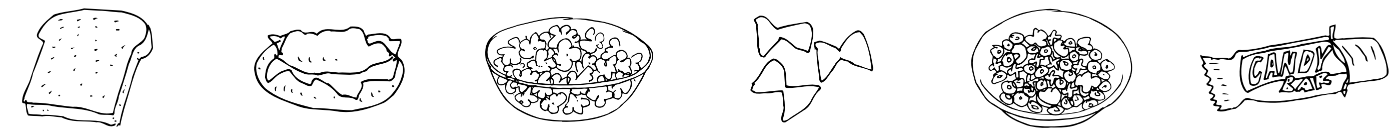
MyPyramid.gov

Name:

MyPyramid FOR KIDS

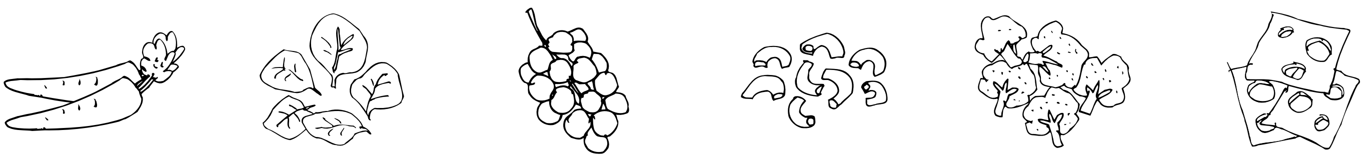
Eat Smart with *MyPyramid for Kids*

Draw a circle around the foods that are in the Grain Group.



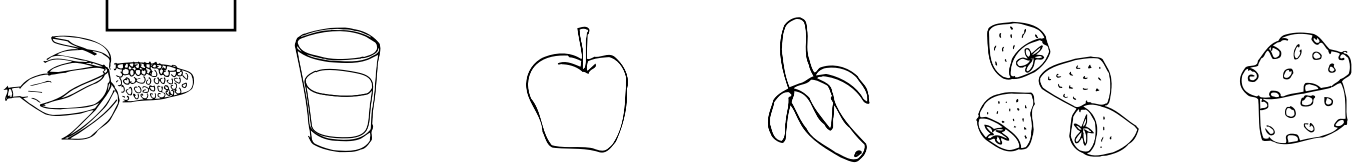
Slice of bread	Baked potato	Popcorn	Pasta (bowtie)	Cereal	Candy bar

Draw a rectangle around the foods that are in the Vegetable Group.



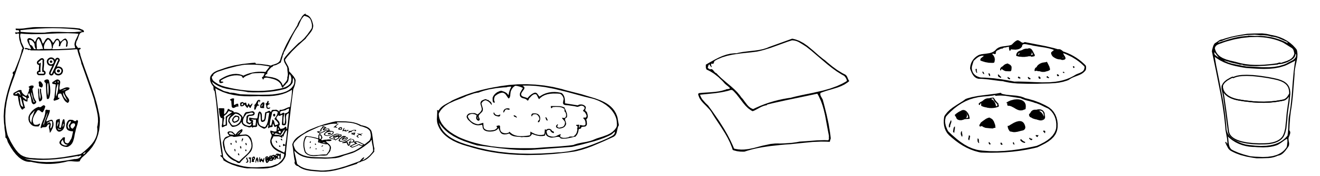
Carrots	Spinach	Grapes	Pasta (macaroni)	Broccoli	Swiss cheese

Draw a square around the foods that are in the Fruit Group.



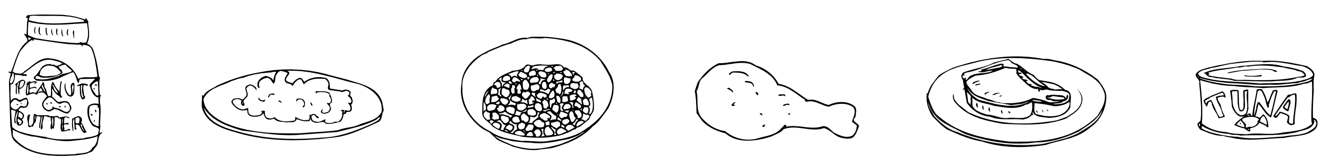
Corn	Orange juice	Apple	Banana	Strawberries	Muffin

Draw a triangle around the foods that are in the Milk Group.



1% Milk	Yogurt	Egg	American cheese	Cookies	Orange juice

Draw an oval around the foods that are in the Meat and Beans Group.



Peanut butter	Egg	Beans	Chicken	Pork chop	Fish

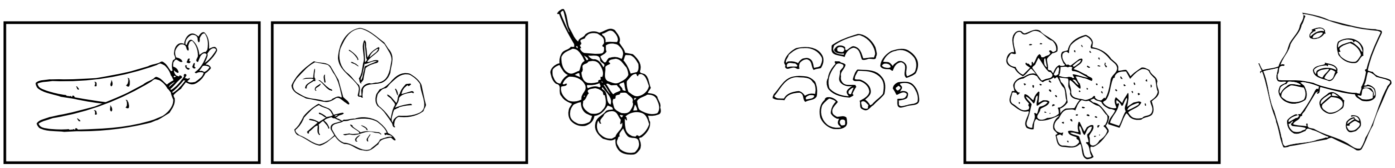
Eat Smart with *MyPyramid for Kids*

Draw a circle around the foods that are in the Grain Group.



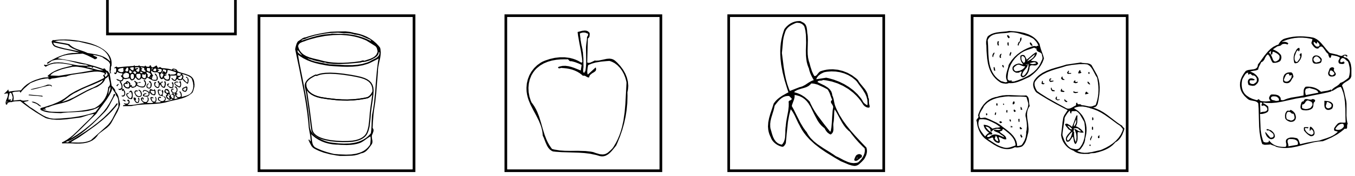
Slice of bread | Baked potato | Popcorn | Pasta (bowtie) | Cereal | Candy bar

Draw a rectangle around the foods that are in the Vegetable Group.



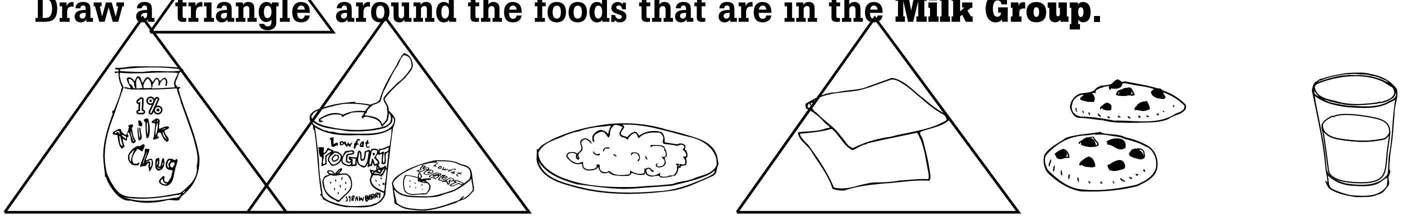
Carrots | Spinach | Grapes | Pasta (macaroni) | Broccoli | Swiss cheese

Draw a square around the foods that are in the Fruit Group.



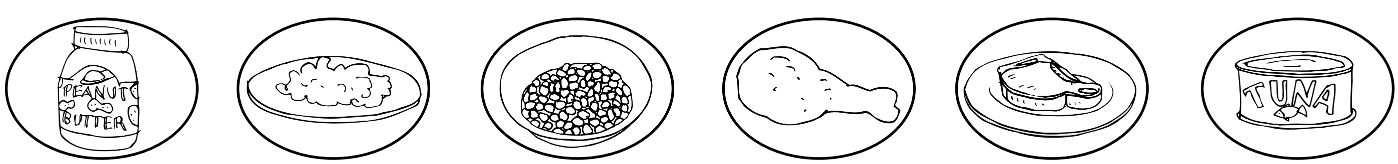
Corn | Orange juice | Apple | Banana | Strawberries | Muffin

Draw a triangle around the foods that are in the Milk Group.



1% Milk | Yogurt | Egg | American cheese | Cookies | Orange juice

Draw an oval around the foods that are in the Meat and Beans Group.



Peanut butter | Egg | Beans | Chicken | Pork chop | Fish

Name________________________________

Shaping up with Rectangles

Draw, label and number 5 items that have a rectangle shape in the design.
Each item must have something to do with food.

Kindergarten

Around the World with Food

Healthful Living Objective

4.02 Explore a variety of foods and beverages for good health, including unfamiliar and culturally diverse foods.

English Language Arts Objective

Goal 1 The learner will develop and apply enabling strategies and skills to read and write.

Teacher Resource

- *Teaching MyPyramid*

Materials Needed

- *MyPyramid for Kids Poster*
- Pencils or crayons
- Globe or world map
- Suggested book: *Let's Eat! What Children Eat Around the World* by Beatrice Hollyer

Handouts

- *Meet the Five Food Groups*
- *Is it Food?*
- *Around the World with Food*

Focus

Using a world map or globe, talk about foods from around the world or read a storybook that highlights food and eating. Talk about favorite foods. Discuss color, size, shape and texture of those foods. Once several students have shared, inform students that some foods are alike and some foods are different.

- Suggested book: *Let's Eat! What Children Eat Around the World* by Beatrice Hollyer. This book will need to be paraphrased for kindergarten reading and comprehension level.

Teacher Input

Display the *MyPyramid for Kids Poster* and use the *Teaching MyPyramid* teacher resource to discuss each of the five food groups. Ask students to name foods from each group and have them identify the group in which their favorite food belongs.

Discuss with the students items that are food and items that are not food. Ask the students:

- What things can we eat?
- Why do we need to eat?
- Why can't we eat items that are not food?
- What would happen if we did?

Using a world map or a globe, talk about children in different parts of the world. Ask students if children in other parts of the world eat the same kinds of foods we eat. Choose two to three different cultures and discuss the kinds of food they eat and how they prepare it. Ask students how it is different from the food that we eat.

Practice and Assessment

Distribute and follow the instructions given to complete the *Meet the Five Food Groups* handout.

Distribute and follow the instructions given to complete the *Is it Food?* handout.

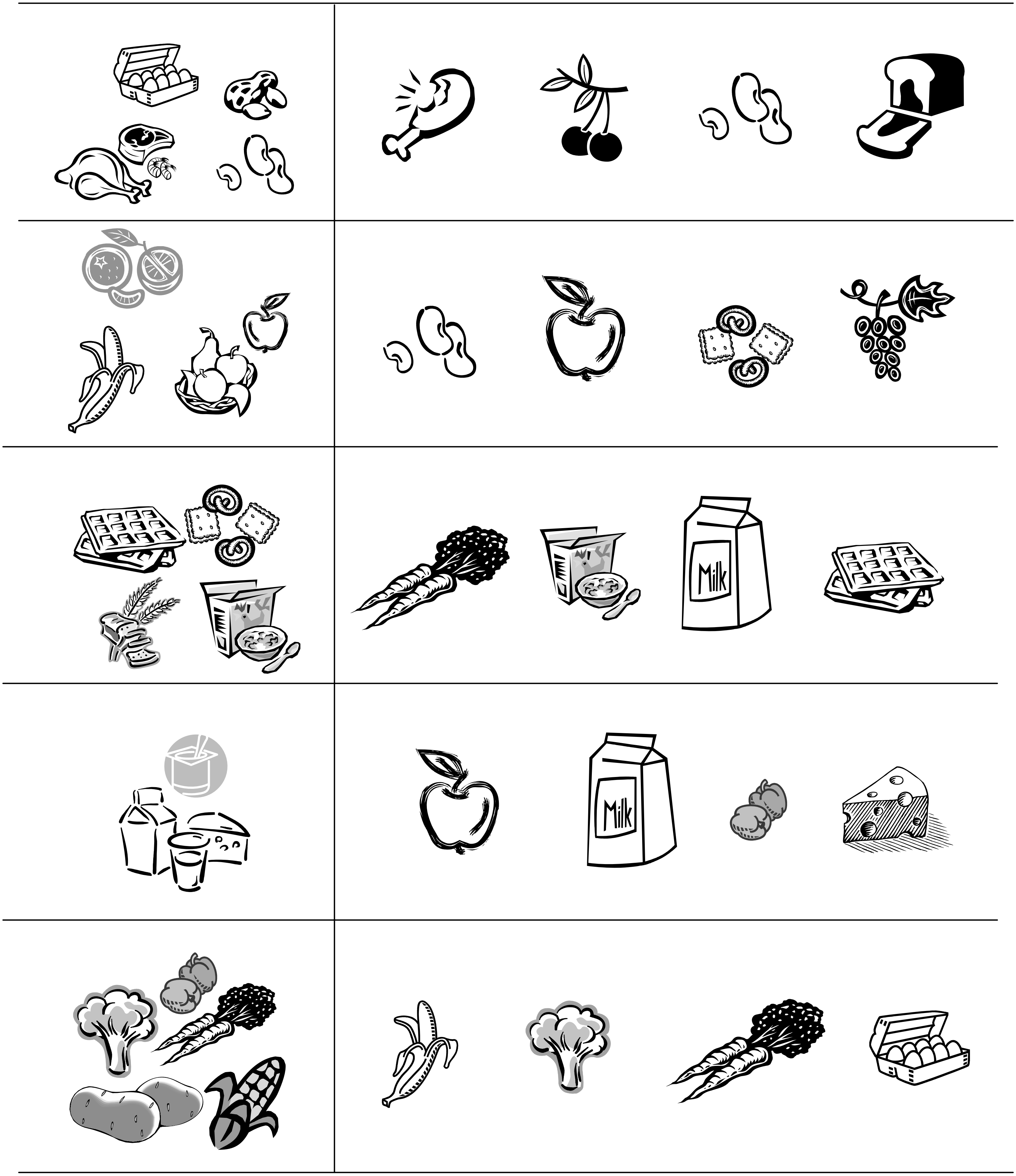
Using the *Around the World with Food* handout, discuss where each of the foods listed comes from and record the different foods each child has tried. **OPTIONAL:** Create a large version of the chart using poster board and pictures of the foods. Additional foods can be added. Origins of the foods are:

- Taco – Mexico
- Croissant – France
- Egg Roll – China
- Mango – India, now common to all tropical climates
- Pizza – Italy
- Kiwi – New Zealand
- Avocado – Central America

Name________________________________

Meet the Five Food Groups

As a class, identify the five food groups in the first column. Instruct students to find and circle the food in each section to the right that is in that food group. There may be more than one for each group.

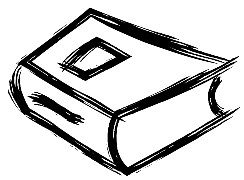


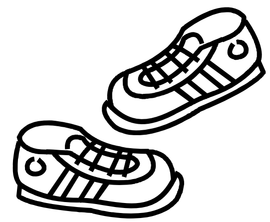
Is it Food?

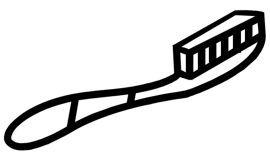
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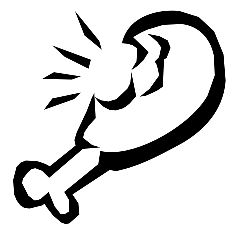
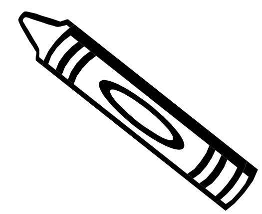
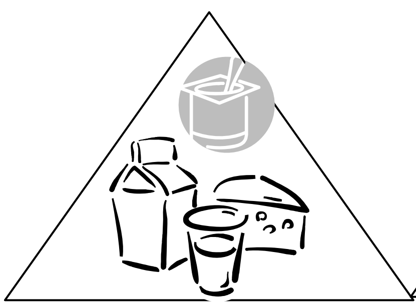
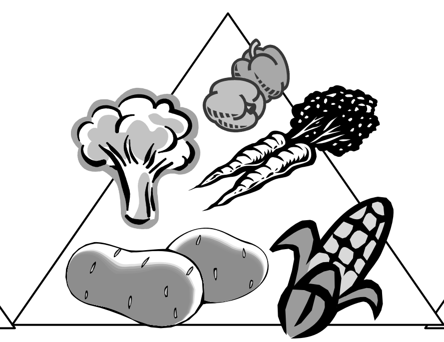
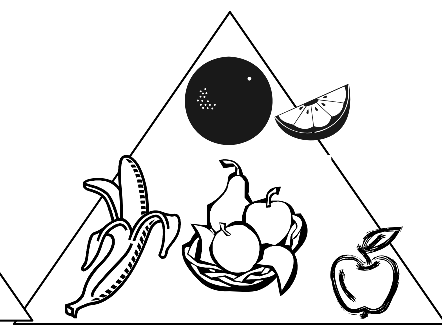
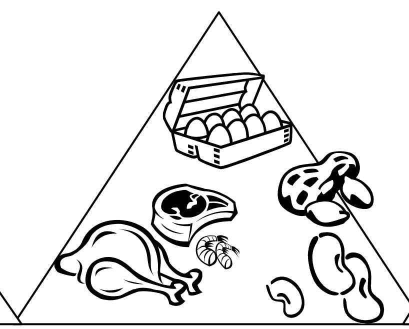
Directions to Teacher:

- Have students identify each of the five food groups
- Cross out non-food items with a pencil or crayon
- Connect food pictures to matching food group pictures
- Optional: Color pictures




Around the World with Food

Name	Taco	Croissant	Egg Roll	Mango	Pizza	Kiwi	Avocado

Kindergarten

Building Strong Bones and Teeth

Healthful Living Objectives

4.03 Identify foods and beverages that are healthy food choices for the teeth and bones.
4.04 Associate common foods with their origins.

English Language Arts Objective

Goal 1 The learner will develop and apply enabling strategies and skills to read and write.

Teacher Resource

- *Calcium: Build Strong Bones*

Materials Needed

- Infant sleeper (6-9 months) or other baby clothing
- Suggested books: *What's for Lunch? Milk* by Claire Llewellyn or *From Cow to Ice Cream* by Bertran Knight
- Crayons

Handout

- *Food Riddle Calcium Picture Game*

Focus

Hold up an infant sleeper. Ask students if they remember when they wore one of these? Ask a student to come up front and hold the sleeper up against him or herself. Remind them how much they have grown in the past 5 to 6 years. Tell them we are going to talk about foods with calcium.

Teacher Input

Refer to the *Calcium: Build Strong Bones* teacher resource for more information. Calcium is needed for strong teeth and bones and to help our heart, nerves and muscles. Our bodies cannot make calcium. We get calcium from the food we eat. Calcium-rich foods include:

- Dairy products: milk, cheese, yogurt, ice cream
- Dark green leafy vegetables: broccoli, kale, turnip greens
- Calcium-fortified foods : orange juice, cereal, bread
- Dried beans and peas: pinto beans, black beans, lentils

Read *What's for Lunch? Milk*, or *From Cow to Ice Cream* or another book that illustrates the process of milk from farm to store and the products that are made from milk. After reading the story, discuss the story with the students and ask them if they have ever visited a farm and what they saw on the farm. Ask them to name some foods that are made from milk. Tell students that milk and foods made from milk have calcium. Review the function of calcium in the body.

Practice and Assessment

Distribute the *Food Riddle Calcium Picture Game* handout. Tell the students to listen closely as you read the descriptions for each item on the next page. Do not read the bolded food name at the start of each description

Ice Cream
This food is sweet and cold. It stays in the freezer.
It comes in many different flavors.
We eat it for snack or dessert. What is it?
Draw a brown circle around this food.

Pudding
This food is smooth and creamy. It is not frozen.
It is made with milk.
Sometimes we make it from a box of powder.
It comes in different flavors like chocolate or banana. What is it?
Put a blue X on this food.

Yogurt
This food helps us have strong bones and teeth.
We eat it with a spoon. Sometimes we eat it with fruit.
You could eat this food for breakfast or for a snack.
It is made from milk. What is it?
Draw a red circle around this food.

Milk
This drink comes from cows.
We drink it by itself or put it on cereal.
Sometimes it is in different flavors, like chocolate or strawberry. What is it?
Draw a blue square around this food.

Cheese
This food comes in chunks or slices.
We eat it with crackers or cooked with macaroni. What is it?
Draw a yellow square around this food

We have found foods that are made from milk and have calcium in them. Now we are going to see if we can find some foods that are not made from milk but have calcium in them.

Pinto Beans
This food is special because it can fit in the vegetable group or the meat and beans group.
It grows in a pod.
It is round and reddish in color.
We eat it with rice or in soup. What is it?
Draw a green square around this food.

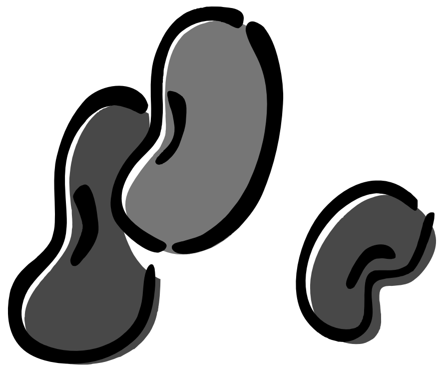
Calcium-fortified Orange Juice
This is something we drink for breakfast.
It comes from a juicy fruit that grows on trees. What is it?
Put an orange X on this food.

Broccoli
This is a green vegetable.
It looks like little trees. What is it?
Put a green X on this food.

Name________________________________

Food Riddle Calcium Picture Game

















Kindergarten

Moooving over to Low-fat Milk

Healthful Living Objective

4.03 Identify foods and beverages that are healthy choices for teeth and bones.

Math Objectives

1.01 Count objects in a set.
2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).
4.02 Display and describe data with concrete and pictorial graphs as a group activity.

Teacher Resources

- *Calcium: Build Strong Bones*
- *Cut the Fat: Mooove to 1% or Less*

Materials Needed

- Caps from milk jugs to indicate different fat levels of milk (skim, 1%, 2% and whole). **NOTE:** two weeks before the lesson, ask students to bring in caps from the milk they drink at home. Tell them to make sure the caps are washed before they bring them to class. Send the *Dear Parents* letter home to parents to request milk caps.
- Poster paper for *Milk Cap Bar Chart*
- Crayons
- Glue or paste

Handouts

- *Dear Parents Letter*
- *Milk Cap Bar Chart*
- *Low-fat Pudding Recipe to Take Home*
- *mooove to low-fat or fat-free milk!*

Focus

Ask students who buys the milk for their home and what color caps do they see on their milk jugs at home. Different color caps show what kind of milk is in the container. Tell the students that we are going to learn why milk has different colored caps.

Teacher Input

Refer to the *Calcium: Build Strong Bones* and *Cut the Fat: Mooove to 1% or Less* teacher resources for more information. Calcium is needed for strong teeth and bones and to help our heart, nerves and muscles. Our bodies cannot make calcium. We get calcium from the food we eat. Milk is an excellent source of calcium.

Make sure the caps brought in by students have been thoroughly cleaned before using them. Using the caps, ask students why they think milk comes with different colored caps and what they think each color means. Sort caps according to color and kind (whole, 2%, 1% and fat-free). Ask students what they think is the difference between the milks. Tell them the only difference is the amount of fat. Fat provides energy for our bodies and protects our insides. We need some fat from food, but not too much. Encourage students to drink low-fat (1%) or fat-free (skim) milk if they have it in their homes or at school because it has less fat. Students who do not like the taste of milk might want to try flavored low-fat milk.

Practice and Assessment

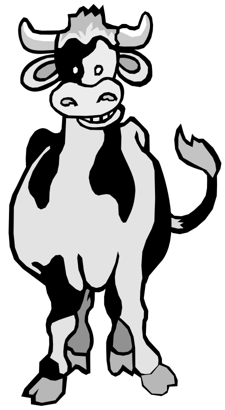
Make a class bar chart for the different types of milk by gluing the caps on the poster paper. Red is usually the color for whole milk. Colors for low-fat milk vary from store to store. **NOTE:** you might want to check in your local store to get an idea of what each cap color represents for the fat content. If there are not enough caps, you can fill in with stickers or draw colored circles. While doing the activity reinforce with students that by drinking low-fat or fat-free milk, they will get the calcium and vitamins, but will not get as much fat as they would from whole milk. That is what makes low-fat and fat-free milk the better choices.

Count the number of caps for each type of milk and put the number on the board. Pass out the *Milk Cap Bar Chart* handout and direct students to color in the blocks using the numbers that are on the board from the milk caps to complete their own graphs.

Using the *Low-fat Pudding Recipe to Take Home,* make low-fat pudding in class.

Send the following handouts home with students:

- *mooove to low-fat or fat-free milk!*
- *Low-fat Pudding Recipe to Take Home*



Dear Parents/Guardians:

In your child's class we will soon be discussing that milk comes from cows and that dairy foods are made from milk. We will also be discussing how milk promotes growth of healthy bones and teeth because it is a good source of protein, calcium and vitamins.

We have asked your child to identify who buys the milk in your home and if they know what type of milk is purchased. Help your child answer these questions. Please save caps from empty milk jugs for your child to bring to class within the next week for some craft projects. Please make sure the caps are thoroughly cleaned before sending them to the classroom.

Thank you for your help and for supporting your child with this project.

Sincerely,

Name:________________________________

Milk Cap Bar Chart

Number of Milk Caps				
Milk Type	**Whole Milk**	**2% Reduced Fat**	**1% Lowfat**	**Fat Free (Skim)**

Adapted with permission from Florida's Mooove to Lowfat Milk Campaign, 2002
NC Division of Public Health
Nutrition Services Branch – April 2004

Low-Fat Pudding Recipe to Take Home



Dear Parents/Guardians:

Your child has been learning how milk gets from the cow to your home. We have been discussing how milk promotes growth of healthy bones and teeth and how low-fat and fat-free milk are healthier choices than whole milk. Milk is a good source of protein, calcium, and vitamins. For healthy adults and children two years and up, low-fat and fat-free milk are best. Today we made pudding out of low-fat (1%) milk. Your child tasted it and liked it! Here is the recipe for you to try at home:

Ingredients

1 3-ounce box of instant pudding
2 cups low-fat (1%) or fat-free (skim) milk
6-8 drops of food coloring (optional)

Directions

1. Pour 2 cups cold milk into a medium bowl.
2. Add pudding mix and optional food coloring.
3. Beat with wire whisk for 2 minutes.
4. Pour into individual dessert dishes.
5. Pudding will be ready to eat in five minutes.

Suggested seasonal themes with matching food colors:

Valentine's Day	red	Sweetheart Pudding
Spring	green	Bunny Trail Pudding
July Fourth	red/blue	Fireworks Pudding
Fall/Thanksgiving	orange or chocolate	Harvest Pudding
Winter	vanilla	Snowy Pudding

mooove to low-fat or fat-free milk!



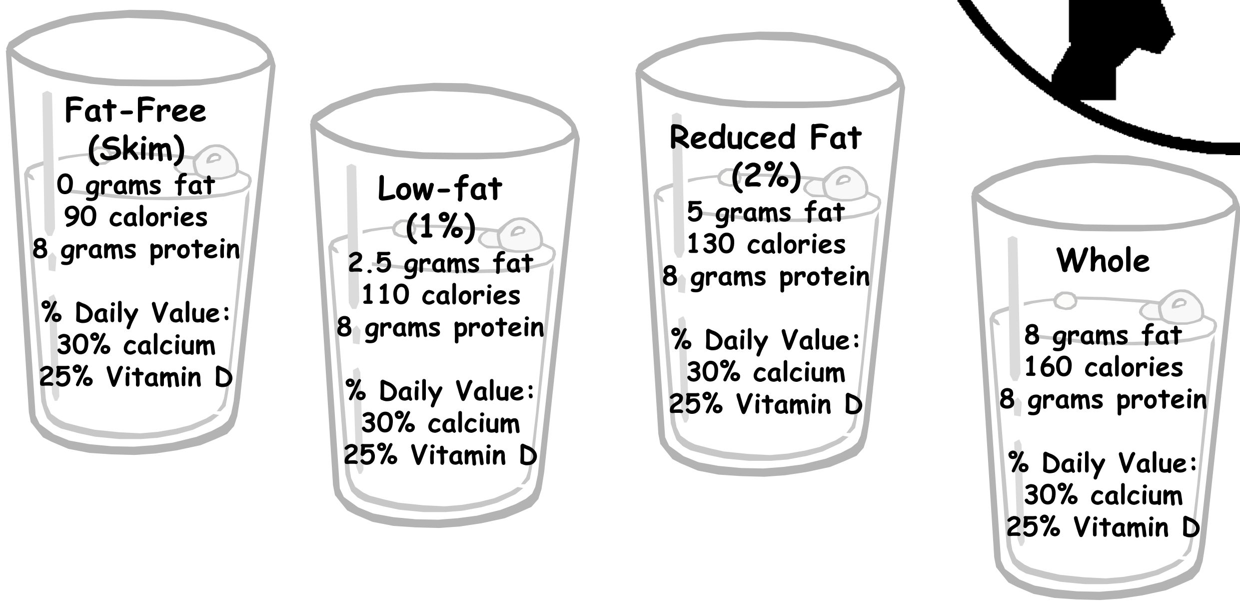
Milk is a good source of protein, calcium, and vitamins.

Milk is important for adults, teenagers and children.

Choosing the right type of milk is important for you and your family:

- Breastfeeding is best for baby's first year or longer.
- For babies who are not breastfed, use iron fortified infant formula until 12 months of age.
- Use whole milk for children under the age of two.
- For adults and children two years and older, low-fat (also called 1%) and fat-free milk (also called skim) are best!!

Nutrition facts for 1 cup of milk:



Help your family improve their health. Make the mooove to low-fat or fat-free milk because it tastes great, it cuts fat and calories quickly and easily from your family's diet, and it helps reduce your family's risk of heart disease. An easy way to make the switch from whole milk is to do it gradually. Start by using reduced fat (2%) milk. Then, change to low-fat (1%) milk and, finally, try fat-free (skim) milk. Encourage your family to drink low-fat or fat-free milk instead of beverages such as sodas, sports drinks, or fruit drinks!

recipes!

Corn Chowder

2 potatoes, peeled and cubed
1 cup frozen corn or frozen mixed vegetables
2 cups low-fat or fat-free milk
1/4 teaspoon salt
1/4 teaspoon pepper
1 cup cooked extra lean ham, diced

Cook potatoes in a small amount of water until tender. Drain water. Combine potatoes, corn, milk, salt, pepper and ham in a saucepan. Heat until hot, but do not boil. Serves 5

Nutrient content per serving:	Calories	Total Fat	Saturated Fat	Cholesterol
Using this recipe	146	1.8 grams	0.6 grams	14 mg
Using whole milk & high fat ham	190	6.8 grams	3.2 grams	30 mg

Smoothie

2 cups low-fat or fat-free milk
1 small can (6 oz) frozen orange juice concentrate
1 cup (8 oz) nonfat strawberry/banana yogurt
2 tablespoons powdered sugar
4-6 ice cubes

In blender, combine milk, orange juice, powdered sugar and yogurt. Blend until smooth. Add ice cubes, one at a time. Blend after each. Blend until smooth and frothy. Serve immediately. Serves 4

Nutrient content per serving:	Calories	Total Fat	Saturated Fat	Cholesterol
Using this recipe	187	1 gram	0.6 grams	5 mg
Using whole milk	223	5.2 grams	3.2 grams	20 mg

Baked Macaroni and Cheese

8 ounces uncooked elbow macaroni
2 tablespoons reduced-calorie stick margarine
1/4 cup flour
3/4 teaspoon dry mustard
1/4 teaspoon ground pepper
2 cups fat-free or low-fat milk
1 1/2 cups (6 oz) shredded reduced fat sharp Cheddar cheese

Cook macaroni according to package directions without the salt and fat. Drain. Set aside. Melt margarine in a large, heavy saucepan over low heat. Add flour, dry mustard and pepper to melted margarine and mix thoroughly. Add milk. Cook, stirring constantly with a wire whisk until thickened (1 minute or more). Add cheese, stirring until cheese melts. Stir in cooked macaroni. Spoon mixture into a greased 2-quart casserole dish. Cover and bake at 350 degrees for 30 minutes or microwave on high for 5 minutes. Let stand, covered, 5 minutes before serving. Serves 5

Nutrient content per serving:	Calories	Total Fat	Saturated Fat	Cholesterol
Using this recipe	354	10.4 grams	5.4 grams	26 mg
Using whole milk & regular cheese	432	20 grams	10.3 grams	50 mg

Adapted from Florida Department of Health by
State of North Carolina • Michael F. Easley, Governor
Department of Health and Human Services • Carmen Hooker Odom, Sec.
Division of Public Health • Nutrition Services Branch

This institution is an equal opportunity provider.

04/04

Kindergarten

From Farm to Table

Healthful Living Objective
4.04 Associate common foods with their origins.

Math Objectives:
1.01 Develop number sense for whole numbers through 30.
- Connect model, number word (orally), and number, using a variety of representations
- Count objects in a set
- Read and write numerals
- Compare and order sets and numbers
- Use ordinals (1^{st}-10^{th})
- Estimate quantities fewer than or equal to 10
- Recognize equivalence in sets and numbers 1-10

5.01 Sort and classify objects by one attribute.

English Language Arts Objectives
3.01 Connect information and events in text to experience.
3.02 Discuss concepts and information in a text to clarify and extend knowledge.
4.04 Maintain conversation and discussions:
- attending to oral presentations
- taking turns expressing ideas and asking questions

Teacher Resource
- *Agricultural Background Information*

Materials Needed
- *Pyramid Go Fish* – cut along dotted lines and laminate for long-term use

Handouts
- *From Farm to Table*
- *At the Farm*

Focus
Sing the Old McDonald song with students. Ask students if they know that all of their food comes from a farm.

Teacher Input
Use the *MyPyramid Go* Fish cards to demonstrate different types of foods. Ask students where each food comes from. For example, milk comes from a cow (not from the grocery store); eggs come from chickens (hens). Continue with this activity for all of the cards. For each food, discuss its color, size, shape and texture. Use the *Agricultural Background Information* teacher resource to discuss the agricultural origins of food.

Practice and Assessment

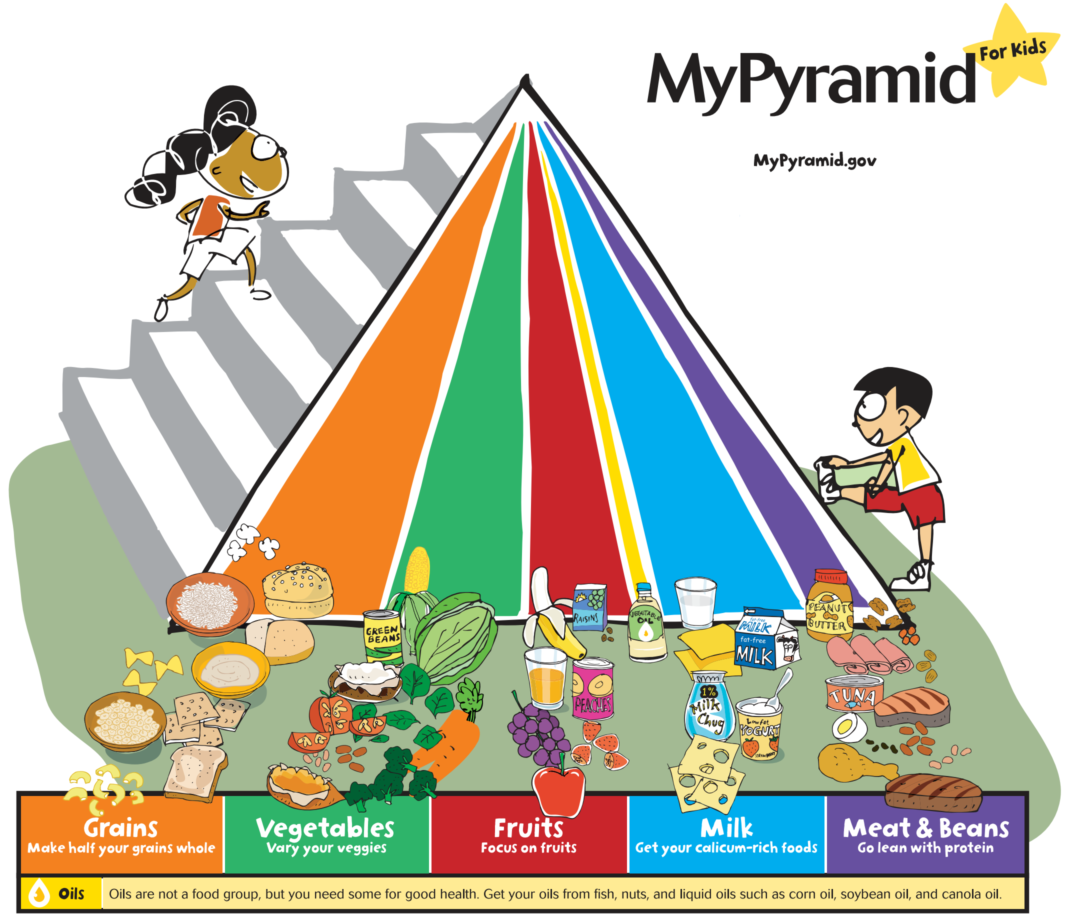
Distribute and instruct students to complete the *From Farm to Table* and *At the Farm* handouts.

Additional Activities

Plan various field trips for students. See table below for ideas.

Farmers' Markets	Tour a farmers' market to take in all the sights, smells and tastes of fresh produce.
Farms and Farm Stands	Tour a farm or visit a farm stand to take in all the sights, smells and tastes of farm fresh foods. Ask the farmer to talk about the crops or livestock that he/she raises and how the food gets from the farm to us.
Grocery Stores	Arrange to tour the produce section of a local grocery store. Meet a store manager and have him/her highlight the produce and dairy sections. Sample something new and different as part of the tour.

Pyramid Go Fish Instructions



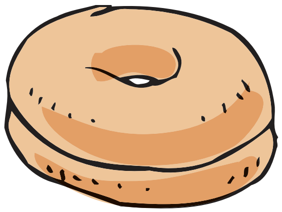
Getting Ready

Print copies of the Pyramid Go Fish food cards. At least two sets of cards are needed for a class of 25 students; one set is adequate for a class of 10 – 12 students. Cut out the cards along the dotted lines. To make the cards sturdier, print onto card stock, laminate the cards, or paste the printed cards onto index cards or playing cards.

Playing Pyramid Go Fish

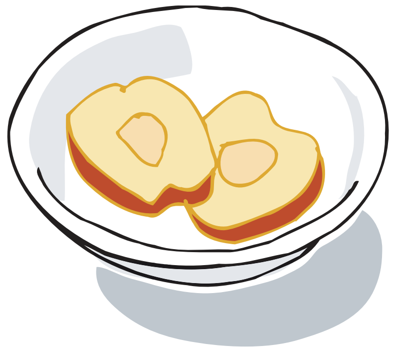
- Divide the students into groups of four.
- Give each group 30 cards.
- The dealer shuffles the cards and deals out four cards to each student, and places the rest in the middle.
- The first student (let's call him Michael) asks the student sitting to his left, "Kayla, do you have a fruit?" If Kayla has a fruit she says, "Yes, I do," and hands it to Michael, who then places his pair on the table. Michael is then able to ask the next student a question.
- If Kayla doesn't have a fruit, she replies, "No I don't have a fruit. Go fish," and Michael can take a card from the pile in the middle. It is then Kayla's turn to ask the student on her left for a card. The students continue to ask questions and match cards until all the pairs are found.
- The student with the most pairs wins.

Grains



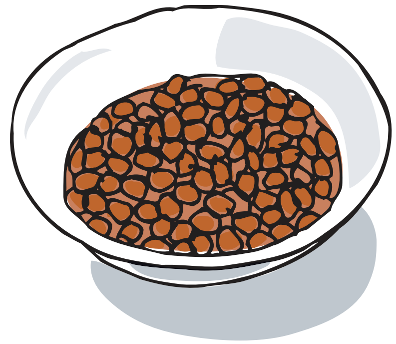
Bagel

Fruits



Baked Apple

Meat & Beans



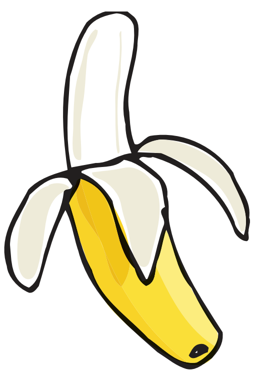
Baked Beans

Vegetables



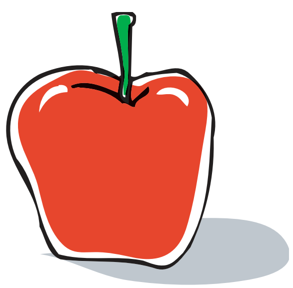
Baked Potato

Fruits



Banana

Fruits



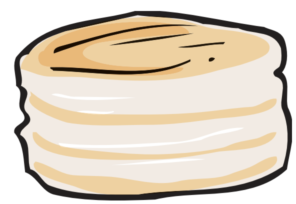
Apple

Meat & Beans



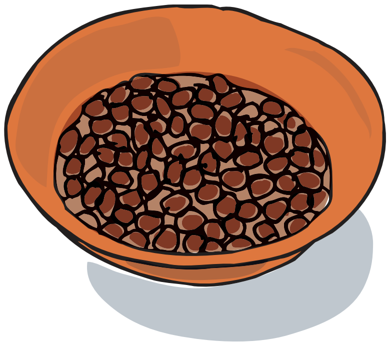
Beef Jerky

Grains



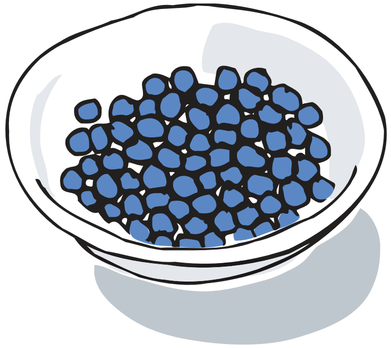
Biscuit

Meat & Beans



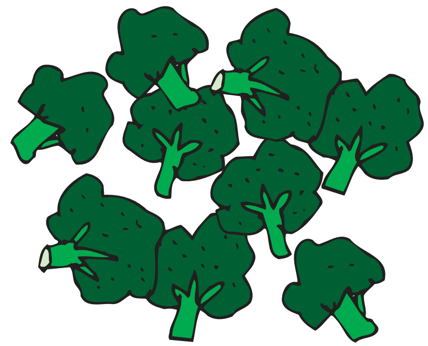
Black Bean Soup

Fruits



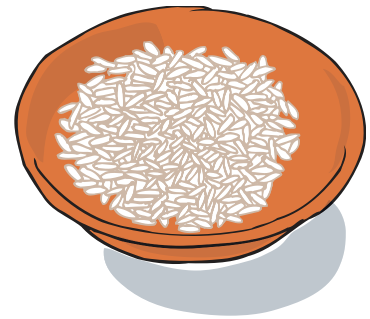
Blueberries

Vegetables



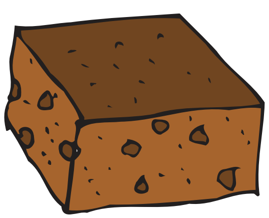
Broccoli

Grains



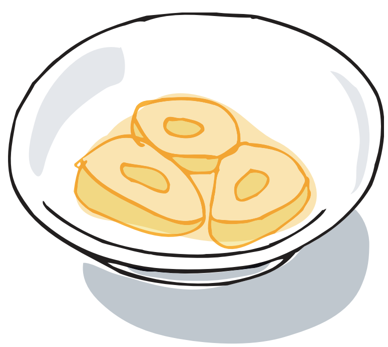
Brown Rice

Grains



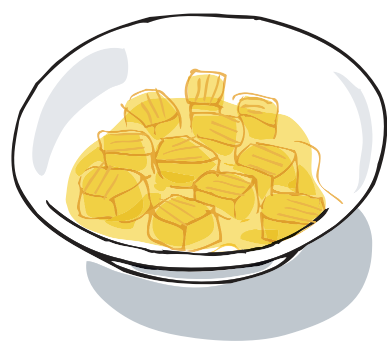
Brownie

Fruits



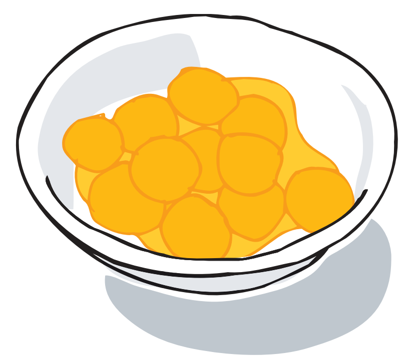
Pears

Fruits



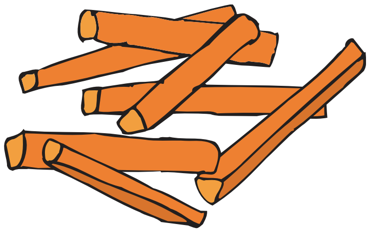
Pineapple

Fruits



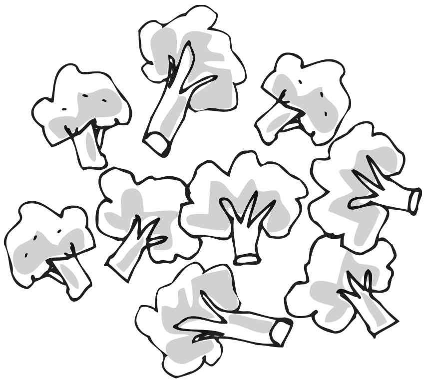
Cantaloupe

Vegetables



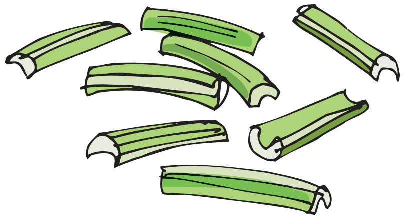
Carrot Sticks

Vegetables



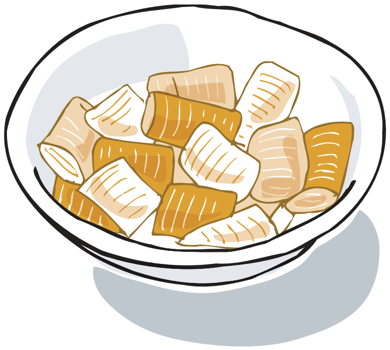
Cauliflower

Vegetables



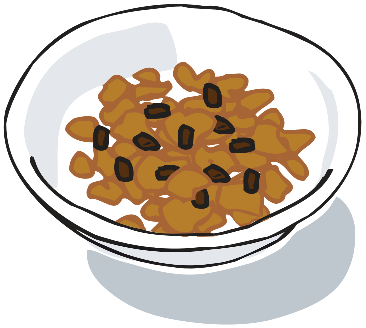
Celery

Grains



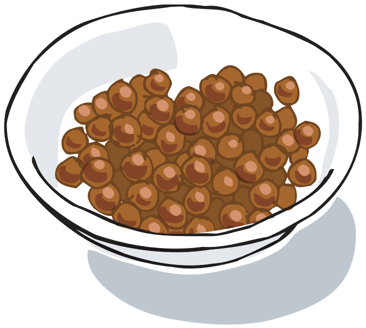
Cereal

Grains



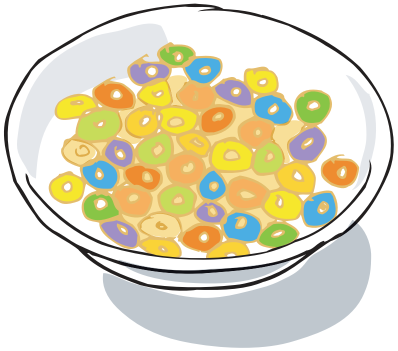
Cereal

Grains



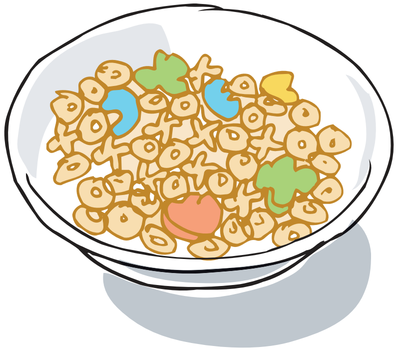
Cereal

Grains



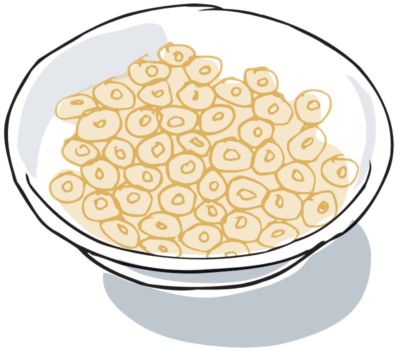
Cereal

Grains



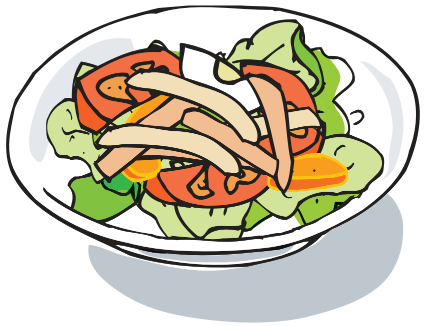
Cereal

Grains



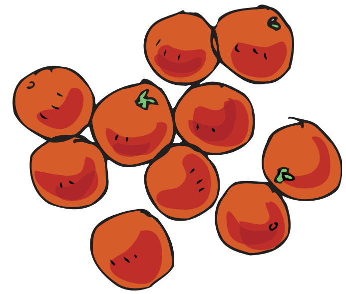
Cereal

Vegetables



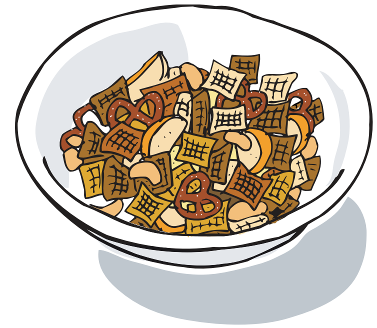
Chef Salad

Vegetables



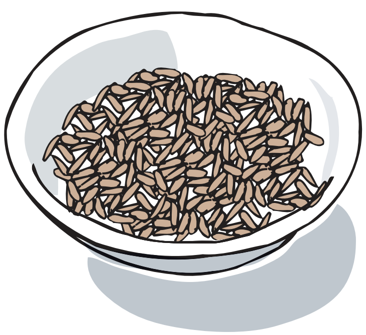
Cherry Tomatoes

Grains



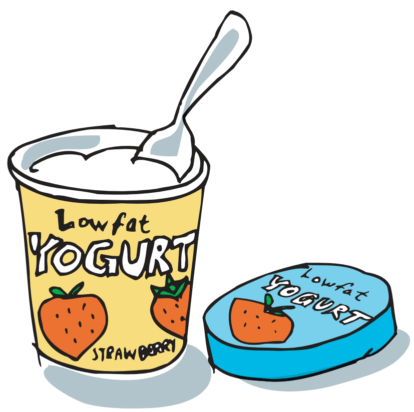
Chex Mix

Grains



Wild Rice

Milk



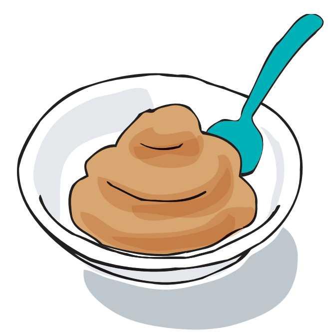
Yogurt

Grains



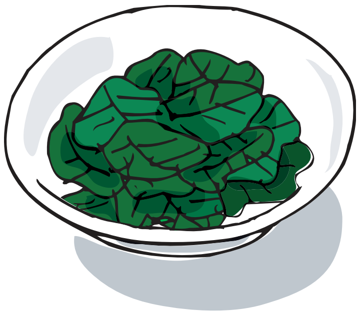
Chocolate Chip Muffin

Milk



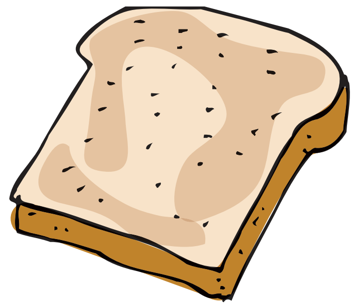
Chocolate Pudding

Vegetables



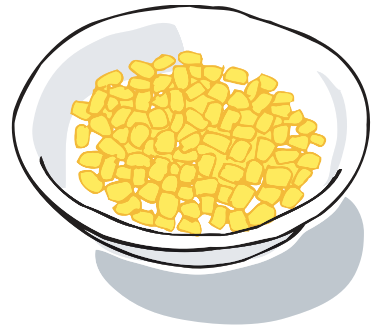
Collard Greens

Grains



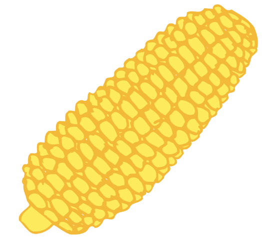
Whole Wheat Toast

Vegetables



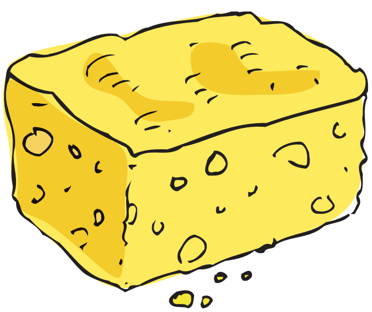
Corn

Vegetables



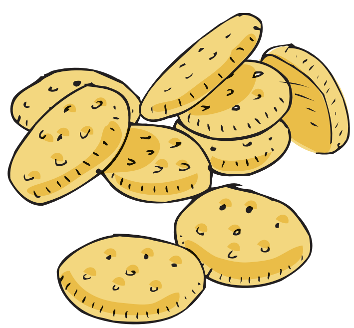
Corn

Grains



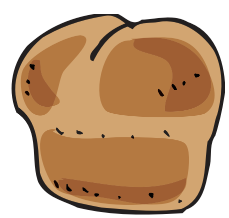
Cornbread

Grains



Crackers

Grains



Whole Wheat Dinner Roll

Fruits



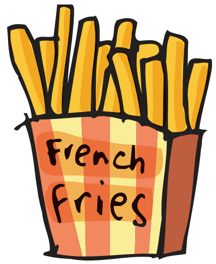
Dried Apricots

Grains



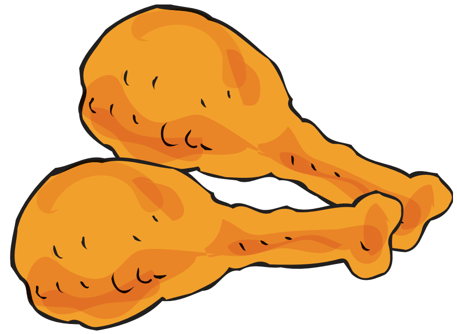
English Muffin

Vegetables



French Fries

Meat & Beans



Fried Chicken

Fruits



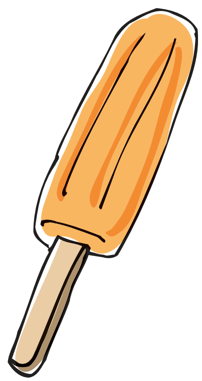
Fried Plantains

Fruits



Applesauce

Fruits



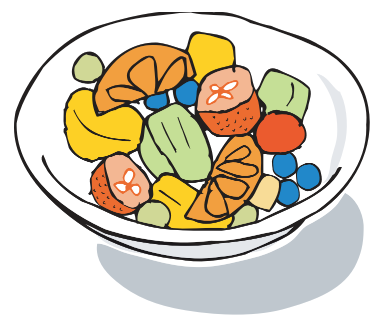
Frozen Fruit Juice Bar

Milk



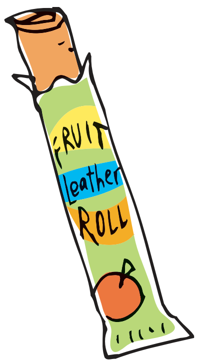
Frozen Yogurt

Fruits



Fruit Salad

Fruits



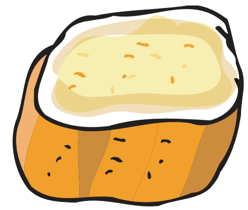
Fruit Leather

Fruits



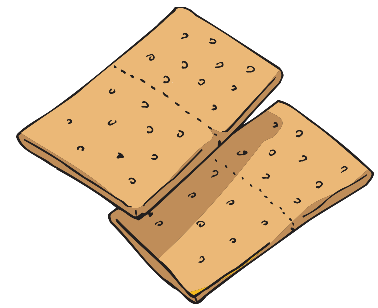
Apple Juice

Grains



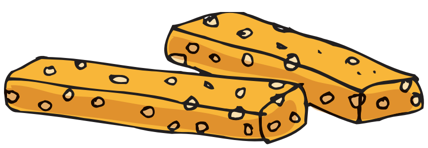
Garlic Bread

Grains



Graham Crackers

Grains



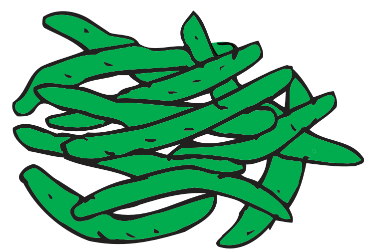
Granola Bar

Fruits



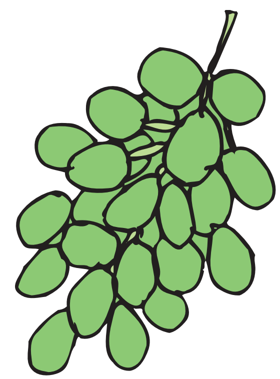
Grape Juice

Vegetables



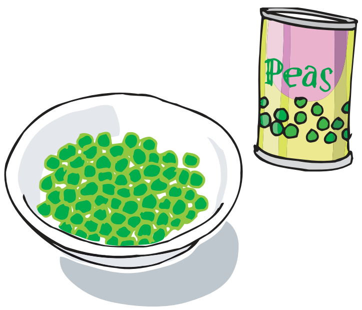
Green Beans

Fruits



Green Grapes

Vegetables



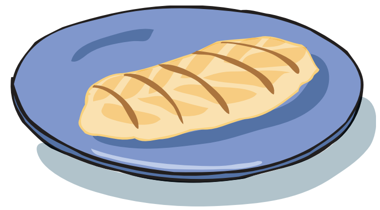
Green Peas

Meat & Beans



Grilled Chicken

Meat & Beans



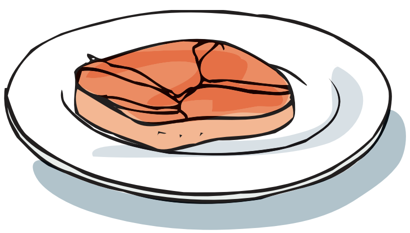
Grilled Fish

Grains



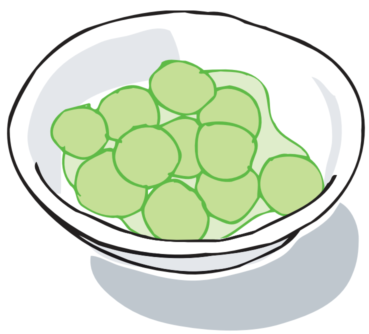
Grits

Meat & Beans



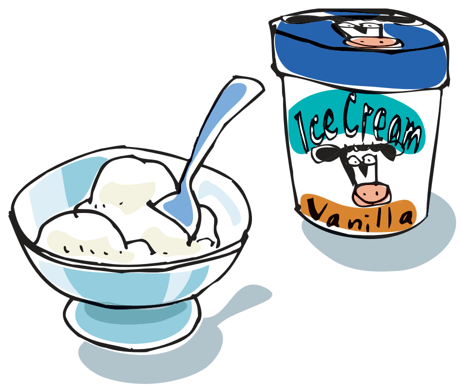
Ham

Fruits



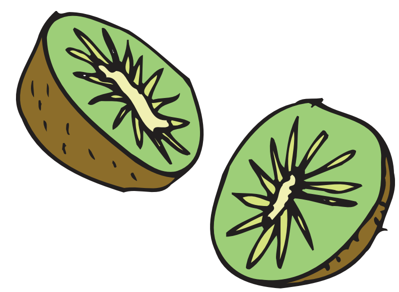
Honeydew

Milk



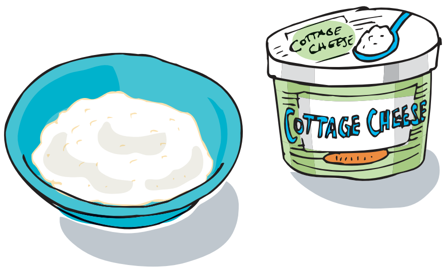
Ice Cream

Fruits



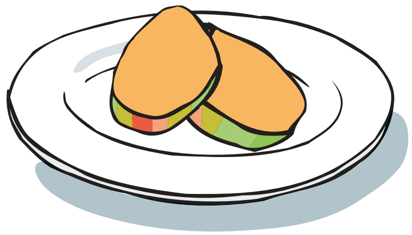
Kiwi

Milk



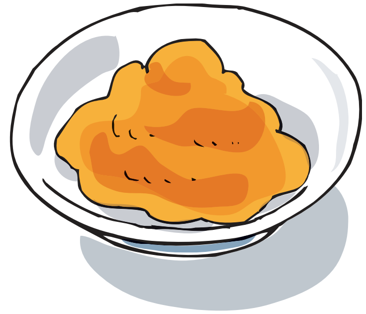
Cottage Cheese

Fruits



Mango

Vegetables



Mashed Sweet Potatoes

Milk



2% Milk

Milk



Chocolate Fat Free Milk

Milk



2% Milk

Milk



Fat Free Milk

Milk



Fat Free Milk

Milk



Strawberry Fat Free Milk

Milk



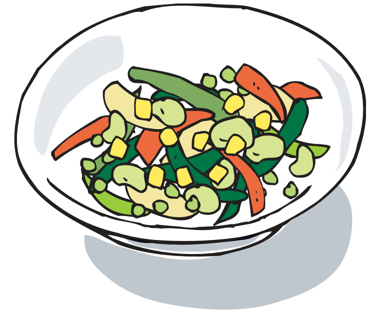
Whole Milk

Milk



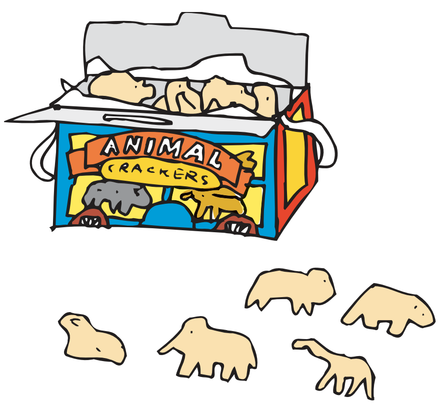
Milkshake

Vegetables



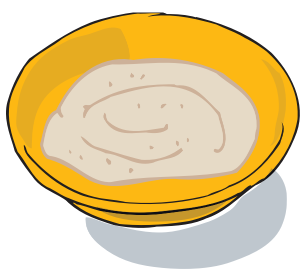
Mixed Vegetables

Grains



Animal Crackers

Grains



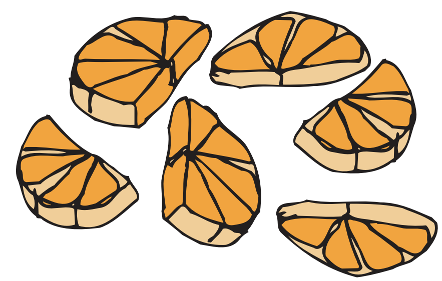
Oatmeal

Fruits



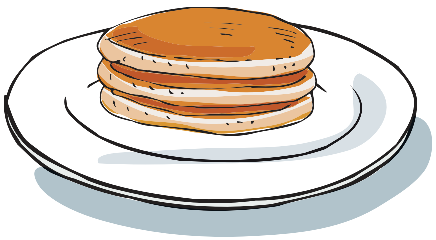
Orange Juice

Fruits



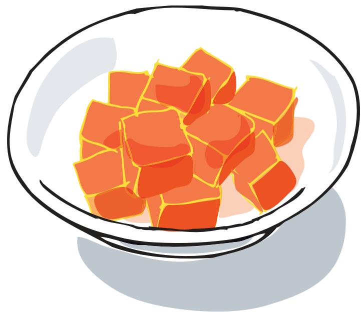
Orange Slices

Grains



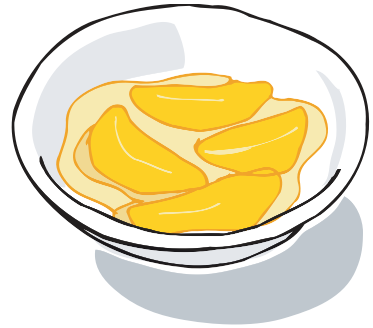
Pancakes

Fruits



Papaya

Fruits



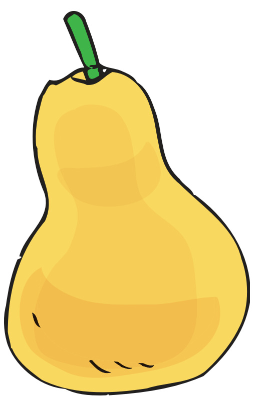
Peaches

Meat & Beans



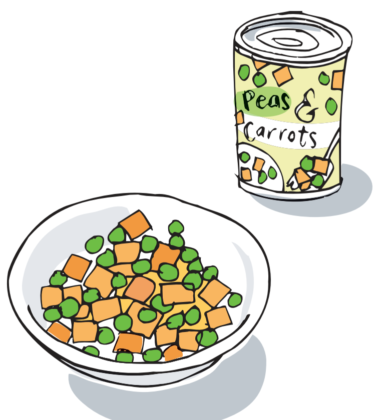
Peanuts

Fruits



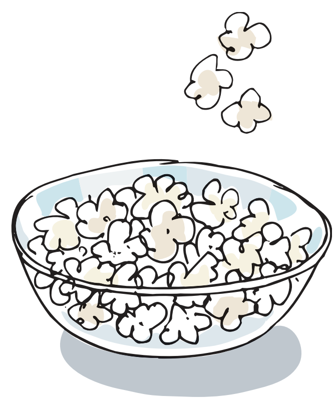
Pear

Vegetables



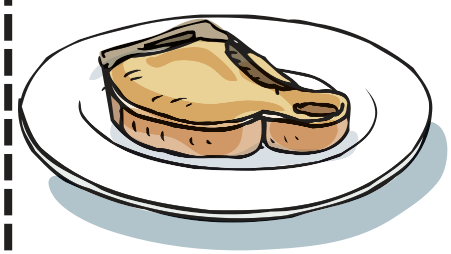
Peas & Carrots

Grains



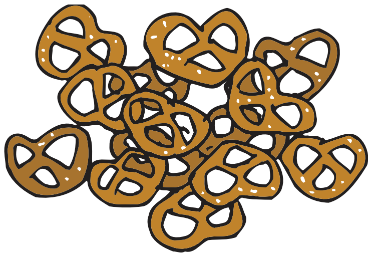
Popcorn

Meat & Beans



Pork Chop

Grains



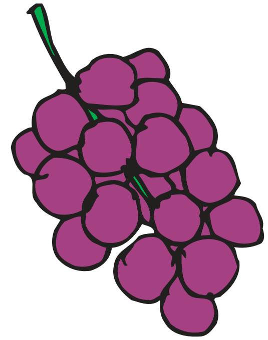
Pretzels

Fruits



Raisins

Fruits



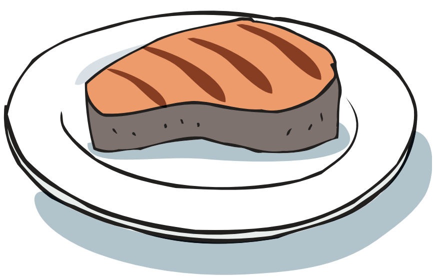
Red Grapes

Vegetables



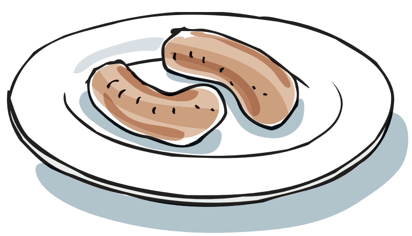
Red & Green Pepper Slices

Meat & Beans



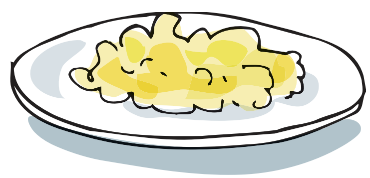
Salmon

Meat & Beans



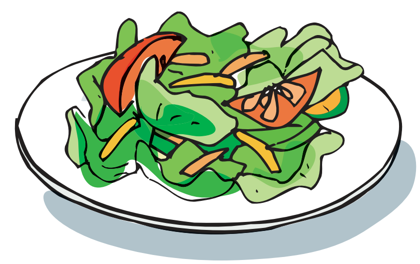
Sausage Links

Meat & Beans



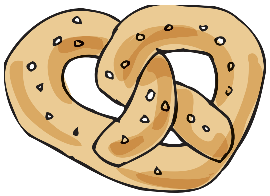
Scrambled Eggs

Vegetables



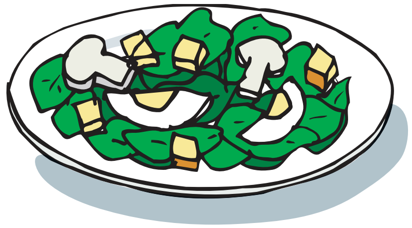
Side Salad

Grains



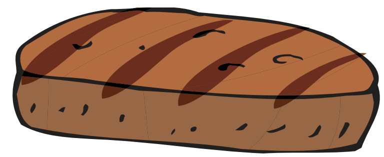
Soft Pretzel

Vegetables



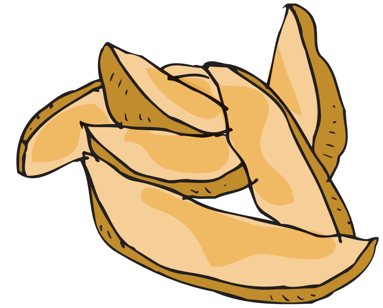
Spinach Salad

Meat & Beans



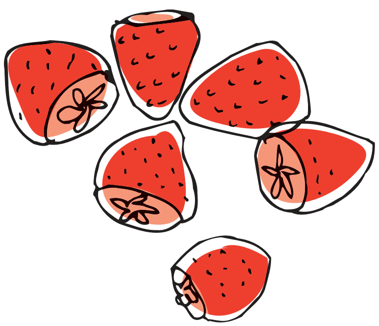
Steak

Vegetables



Steak Fries

Fruits



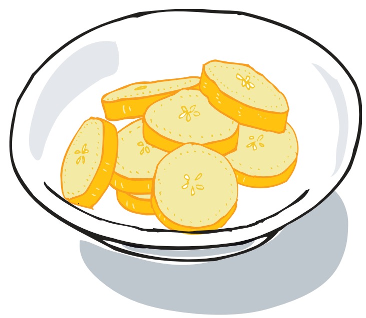
Strawberries

Milk



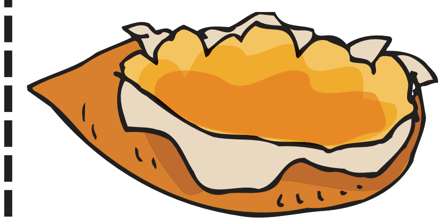
String Cheese

Vegetables



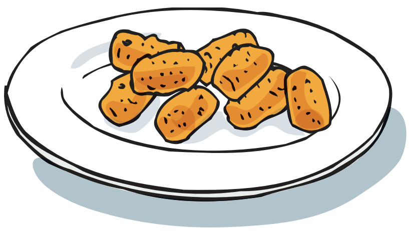
Summer Squash

Vegetables



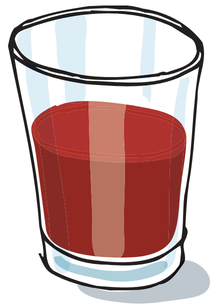
Baked Sweet Potato

Vegetables



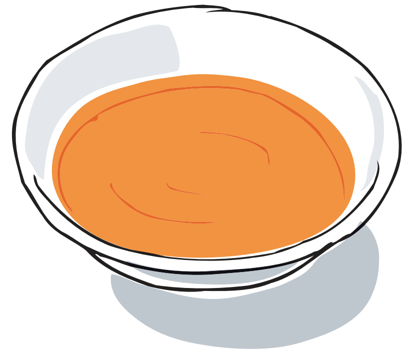
Tater Tots

Vegetables



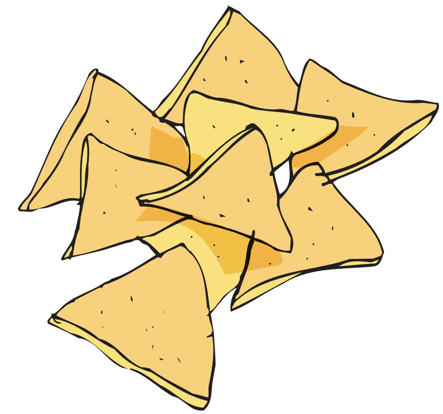
Tomato Juice

Vegetables



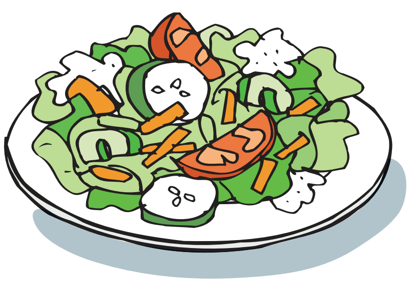
Tomato Soup

Grains



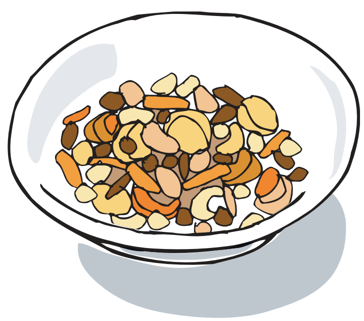
Tortilla Chips

Vegetables



Tossed Salad

Meat & Beans



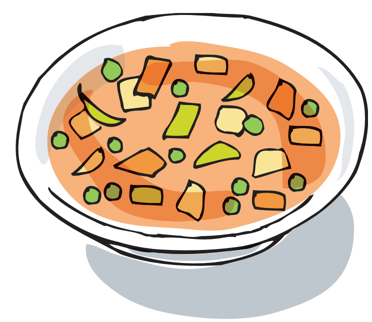
Trail Mix

Milk



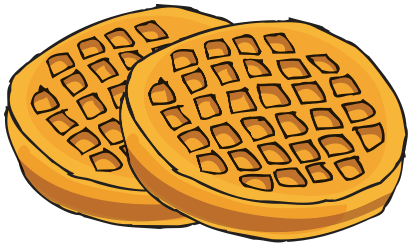
Vanilla Pudding

Vegetables



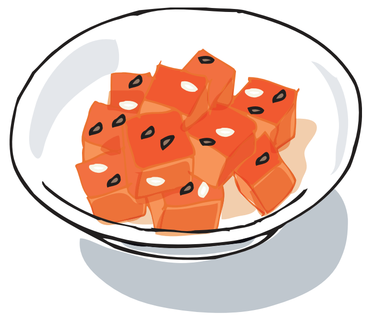
Vegetable Soup

Grains



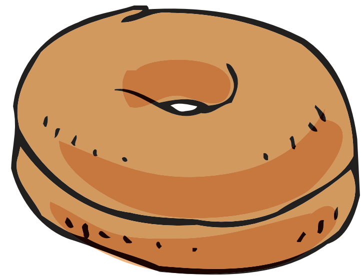
Waffles

Fruits



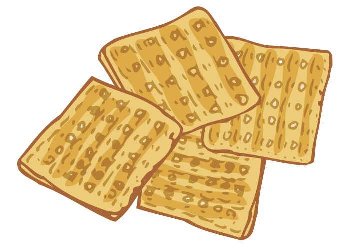
Watermelon

Grains



Whole Wheat Bagel

Grains



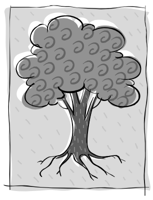
Whole Wheat Crackers

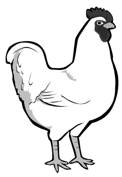
USDA, Food and Nutrition Service **2005**
teamnutrition.usda.gov

Name________________________________

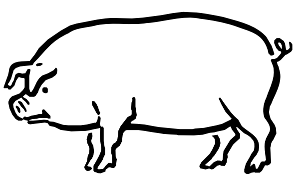
From Farm to Table

Draw a line from the picture of the food to the plant or animal it comes from.

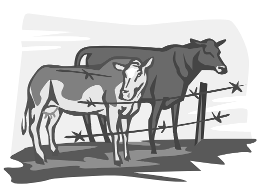


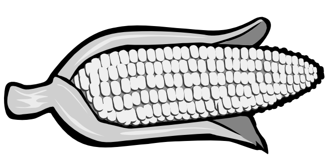






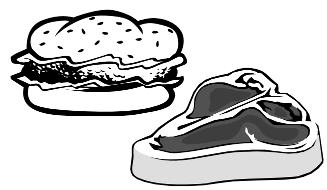


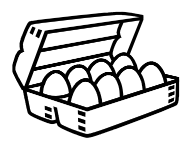


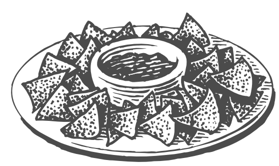












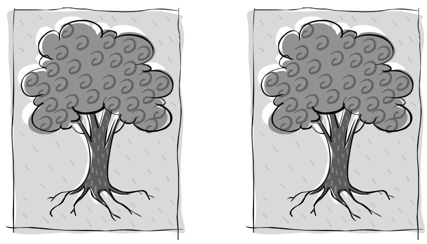
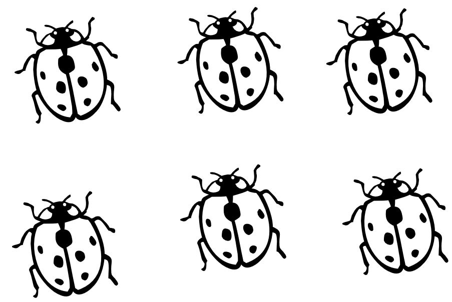
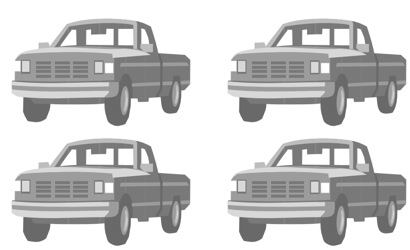




Name________________________________

At the Farm

Count and write the number

1.  _____trees	2.  _____bugs
3.  _____tractors	4.  _____barn
5.  _____carrots	6.  _____trucks